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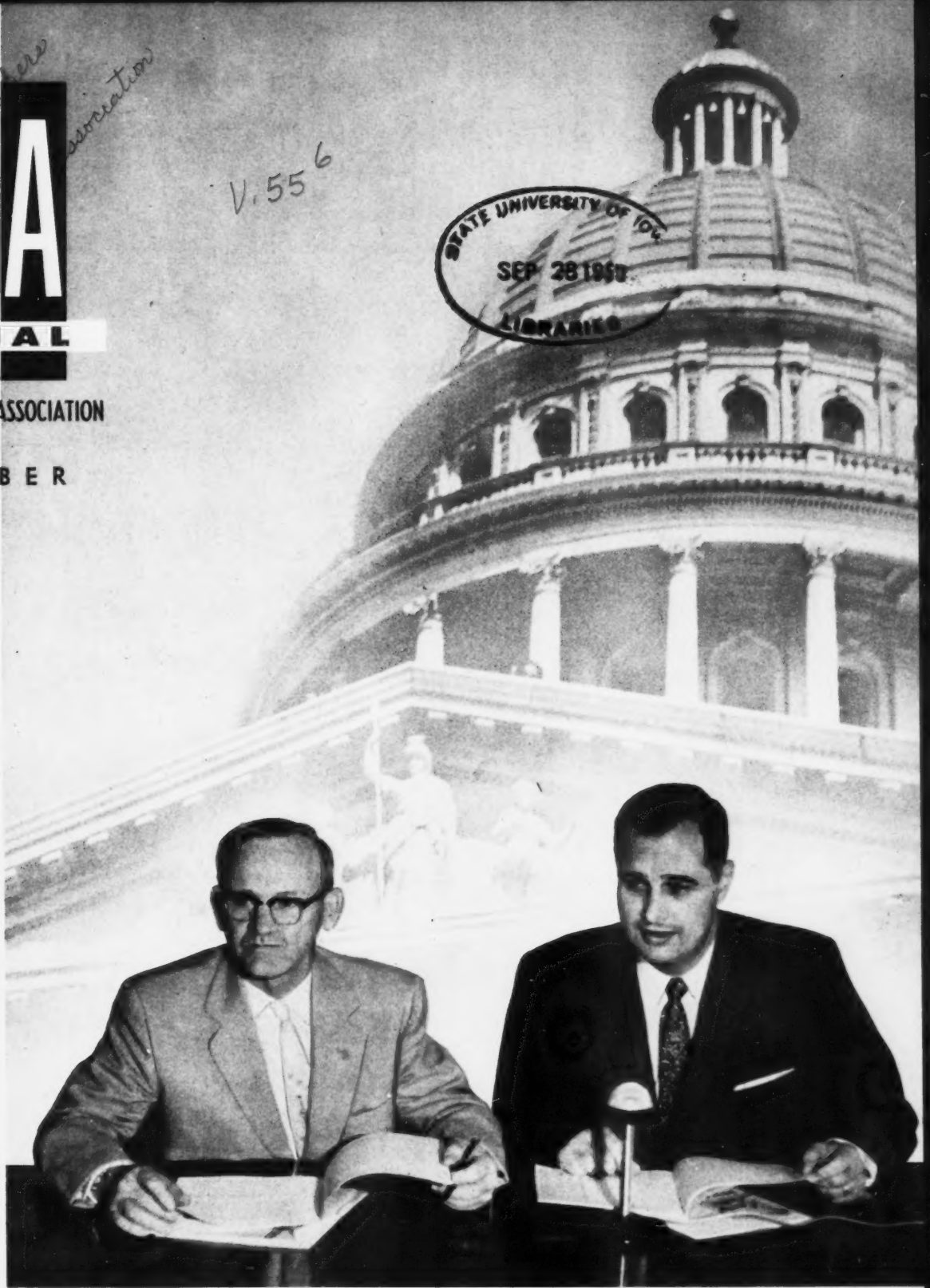
JOURNAL

CALIFORNIA TEACHERS ASSOCIATION

SEPTEMBER

1959

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All in One! ... \$52 (owners) or \$39 (tenants) typical savings on HOME INSURANCE with CTA-sponsored package policy!



FIRE & ALLIED PERILS

Covers HOME OWNERS on Dwelling and Detached Buildings (including glass breakage), HOME OWNERS AND TENANTS on Household Goods and Personal Property—against fire, smoke, explosion, damage by non-owned vehicles or aircraft, riot, windstorm, hail, others.



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SEE HOW MUCH YOU MAY SAVE! No matter when your present policies expire, return coupon at once for advance quotes so you can compare costs. **FOR IMMEDIATE COVERAGE** phone collect: Los Angeles—MA 6-1461; San Francisco—EX 7-3500; Sacramento—HI 4-8323.

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CALIFORNIA CASUALTY INDEMNITY EXCHANGE—TEACHERS PLAN

417 South Hill Street, Los Angeles 13

550 Kearny Street, San Francisco

Please mail your exact premium and estimated savings for comprehensive protection on my particular property with the new, CTA-approved HOME INSURANCE PACKAGE policy for owners and tenants. This request does not obligate me to become a policyholder.

Teacher's Name _____	Spouse's Name _____	
School Name _____	School City _____	School Phone _____
Present Mailing Address _____	City _____	County _____
Location of Property To Be Insured (if same as Mailing Address, write "same") _____		Home Phone _____
Building Construction: Roof: Shingle <input type="checkbox"/> Comp-osition <input type="checkbox"/> Other (describe) _____	Walls: Frame (wood) <input type="checkbox"/> Brick <input type="checkbox"/> Other (describe) _____	
If all persons permanently residing in your household are non-smokers, please check here <input type="checkbox"/>	Insurance now carried in California Casualty Teachers Plan: None <input type="checkbox"/> Auto <input type="checkbox"/> Comprehensive Personal Liability <input type="checkbox"/>	Teacher's Professional <input type="checkbox"/>

HOME OWNERS (OR BUYERS) COMPLETE THIS SIDE

Date Present Dwelling Fire Policy Expires _____ Value of Building (Am't Ins. Desired) \$ _____

(If no policy, write "None")

Dwelling in city limits? Yes ☐ No ☐ Names of Main Cross Streets _____

If you are in a Special Fire District, please give its name _____

Ownership of Dwellings: Fully Owned ☐ Cal. Vet. ☐ G.I. ☐ FHA ☐ Other ☐

Name of Bank or other Mortgagee _____

TENANTS (RENTERS OR LESSEES) COMPLETE THIS SIDE

Date Present Personal Property (Contents) Policy Expires _____ Value of Personal Property (Amount of Insurance Desired) \$ _____

(If no policy, write "None")

I live in (check one): Private ☐ Apartment ☐ Other ☐

Number of Living Units In Building: 1 to 4 ☐ (If over 4, show number of units) _____

Does the building contain any Business Premises (stores, shops, etc.)? Yes ☐ No ☐

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On page 24 is an article describing CTA-affiliated organizations and on page 25 is a roster of officers of affiliates and associates.

CTA

JOURNAL

Official Publication of the California Teachers Association

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1705 Murchison Drive
Burlingame, California
Phone OXford 7-1400

SEPTEMBER, 1959 VOL. 55, NO. 6

THE TWO EARNEST gentlemen pictured on the cover of this issue are Harold Teter of El Monte, left, and Paul D. Ehret of San Lorenzo. In their respective roles as chairmen of the State Council of Education's committees on salary schedules and trends and financing public education, they were vitally interested in the progress of bills before the State Legislature during the recent session. That they and the thousands of teachers they represent were successful is described in detail in an article by Robert E. McKay beginning on page 10.



THIS is the fourth successive September issue of CTA Journal providing extra circulation to teacher non-members in California, a total pressrun of 135,000. As published annually since 1956, this magazine tells the story of CTA and its current organizational achievements.

MARY STEWART RHODES, *President*
ARTHUR F. COREY, *Executive Secretary*
J. WILSON MCKENNEY, *Editor*
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NORMAN E. LUBECK, *Art Director*

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We've passed the 100,000 mark!

CTA has doubled its membership in ten years

MEMBERSHIP in California Teachers Association reached an all-time high of 101,325 on May 31.

Passing the 100,000 mark in April, the new membership total is 6.4 per cent or 6,180 higher than the May 31 figure of 1958.

The total includes 97,197 regular members, 3,900 CSTA members, 143 retired, 19 honorary life, and 66 paid life members.

Gain during the past three years has been:

Year	Membership	Percentage gain over previous year
1957	92,325	6.3
1958	95,145	3.0
1959	101,325	6.4

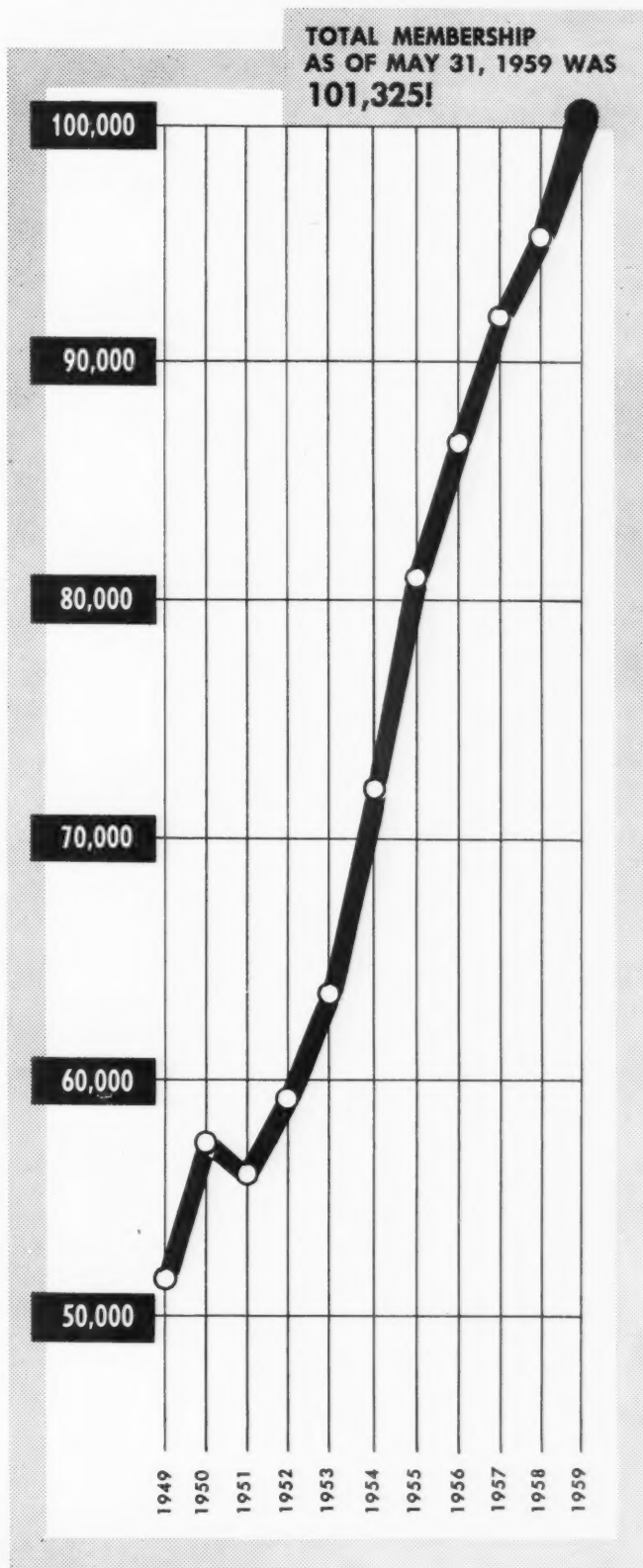
The previous four years had also shown marked gains. With the year's total at 64,502 in 1953, the annual gains following were 12.4% in 1954, 10.4% in 1955, and 8.2% in 1956.

It is significant that CTA annual membership dues increased from \$12 to \$22 in 1958, accounting for the slight drop in gain of the total figure for that year. That the rewards of professional membership in the Association are greater than the higher price tag is self-evident in an analysis of the upward trend of membership totals.

INCREASE BY SECTIONS

Section	Membership May 31, 1958	Membership May 31, 1959	Increase
Bay	25,564	27,740	2,176
Central	9,395	9,936	541
Central Coast	2,653	2,736	83
North Coast	1,447	1,613	166
Northern	8,200	8,987	787
Southern	46,393	49,846	3,453
Undistributed	418	467	49
Totals	94,070	101,325	7,255

(More Section statistics will be found on page 6)



CTA announces 2 exciting new foreign study tours!

SOUTHERN SECTION

1.

SUMMER SESSION IN THE ORIENT

from \$1495 all expenses



THREE BIG CHOICES TO FIT YOUR TIME & BUDGET

8 WEEKS: Leave June 19; return on or about August 22, 1960. Includes 4 weeks' residence in Japan, *plus* a 4-week to-and-from holiday voyage via luxury liner. **\$1595** all expenses. Leave Los Angeles or San Francisco; return San Francisco.

6 WEEKS: Leave June 19; return August 2. Two weeks to Japan by luxury liner. Four weeks in Japan. Return by air. **\$1495** all expenses. Leave & return LA or SF.

4½ WEEKS: Leave July 2; return August 2. Travel both ways by air. Four weeks in Japan. **\$1495** all expenses. Leave and return Los Angeles or San Francisco.

Here's a wonderful experience you'll remember all your life. Imagine having the wonderful combination of traveling to the Orient, enjoying new experiences with interesting new friends, and if you like, earning full college credits to further your career, all for the special package price of as low as \$1495, *plus* tuition!

This is an official project of the CTA, Southern Section. Travel loans are available. Make your reservation *now* for best space preference!

Here's what you get:

- Fly in swift comfort or relax on a luxury liner.
- Attend classes at University of Tokyo July 5 to 29, 1960.
- Reside at Tokyo's famous Imperial Hotel.
- Study under prominent professors.
- Earn full college credit up to 6 units.
- Make school visits and meet with renowned Japanese educators.
- Visit Tokyo, Nikko, Kyoto, Atami, Miyanoshita and other cities.
- Tour Japan on delightful long 3-day weekends.
- Enjoy planned social functions.
- Apply for income tax deduction. (if you earn college credits, of course).

First section closes October 15, 1959

CALIFORNIA TEACHERS ASSOCIATION, Southern Section
1125 W. 6th Street, Los Angeles 17, Calif. • HU 2-5660 Dept. DE

(Please check appropriate squares.)

☐ I am interested in the ☐ 8-week ☐ 6-week
☐ 4½-week study cruise and tour of Japan.

☐ Tell me more about the 120-day 'round-the-world sabbatical luxury tour.

☐ Enclosed is my check for \$100 to make a firm reservation for the tour checked above.

☐ Please enter my reservation. Deposit check will follow after receipt of further information.

☐ I intend to register for ☐ 4 ☐ 6 units on the Japan study-cruise or for ☐ 10 ☐ 12 units on the world-circling sabbatical.

☐ Although I intend to go on the tour above, I'm not going for university credit and the concomitant tax savings.

☐ I am a member of CTA.

NAME _____ PHONE _____

ADDRESS _____

CITY _____ STATE _____

PHONE _____

2.

Another first in professional travel

120-DAY AROUND-THE-WORLD SABBATICAL TOUR

by air, sea and land

Enjoy more places, more time,
more contact with native peoples,
more leisure at a special
price of only \$4590, all expenses.

Thanks to CTA (Southern Section)'s money-saving group plan you can visit an unforgettable array of exotic Old World countries at an all-expense-paid cost of less than \$25 per day. The low full price of only \$4590 gives you a unique tour especially designed for sabbatical leaves, and pays for all land arrangements, including first-class hotels, meals, and all transportation. Furthermore, if you go on this wonderful adventure for professional improvement with the optional university credit, you may apply for income tax deduction.

This limited group, under experienced professional leadership, offers you a unique opportunity to combine a superbly designed world tour with optional university credit in comparative education and/or world affairs (up to 12 units at approximately \$21 per unit).



You fly from Los Angeles August 6, 1960. You will visit: Japan, Philippines, Hong Kong, Macao, Viet Nam, Cambodia, Thailand, Singapore, Indonesia, Burma, India, Pakistan, Egypt, Jordan, Syria, Lebanon, Turkey, and Greece. If you prefer, you may visit Israel instead of Syria and Lebanon.

The official conducted part of the tour ends in Rome on December 3, 1960 to give you the opportunity of enjoying more of Europe, if you choose. Economical travel arrangements will be made for you. Your return air fare to Los Angeles is prepaid —and you may use it any time you like.

Make reservations today. First section closes October 15, 1959.

CALIFORNIA TEACHERS ASSOCIATION,
Southern Section

1125 W. 6th St., Los Angeles 17, Calif. • HU 2-5660



The House on the Hill

AS A CHILD, far away and long ago, I lived for a time in a mill town. It was built in a narrow river valley and the streets climbed the gentler slope, leaving the steeper, opposite hill almost without habitation save for a yellow house on the very top. To a small boy, that house, standing above the smoke of the mill, looked so big, so pretty, and so very far away. In the afternoon, when the setting sun turned its windows to gold, that house on the mountain became a veritable palace filled with imaginary wonders and completely unattainable. I remember almost nothing of the town, but the house on the hill is as clear as yesterday.

And then we moved—probably to a community deemed more desirable as a place to raise sons. When I returned after 20 years, I immediately looked for my house on the mountain. It was not unattainable. It was less than a mile away and I walked to it in 15 minutes. It was a snug farmhouse, with fields and pastures covering a plateau which extended on to other mountains which, from the valley, could not even be seen.

As teaching matures professionally, the unattainable aspirations of yesterday are today realized and even taken for granted. The minimum salary of \$1320 enacted many years ago was perhaps much more of an achievement than the new \$4500 minimum recently passed. Professionally we must have our houses on the hills. What matter if, with maturity, the goals of yesterday seem petty and unimportant?

Our reach must always take us far beyond our grasp. At any stage of our professional development, aspirations must be good and great enough to make struggle worth while.

The dream of teaching as a prestige profession is so alluring and sometimes seems so impossible that we dismiss the idea and cease the struggle.

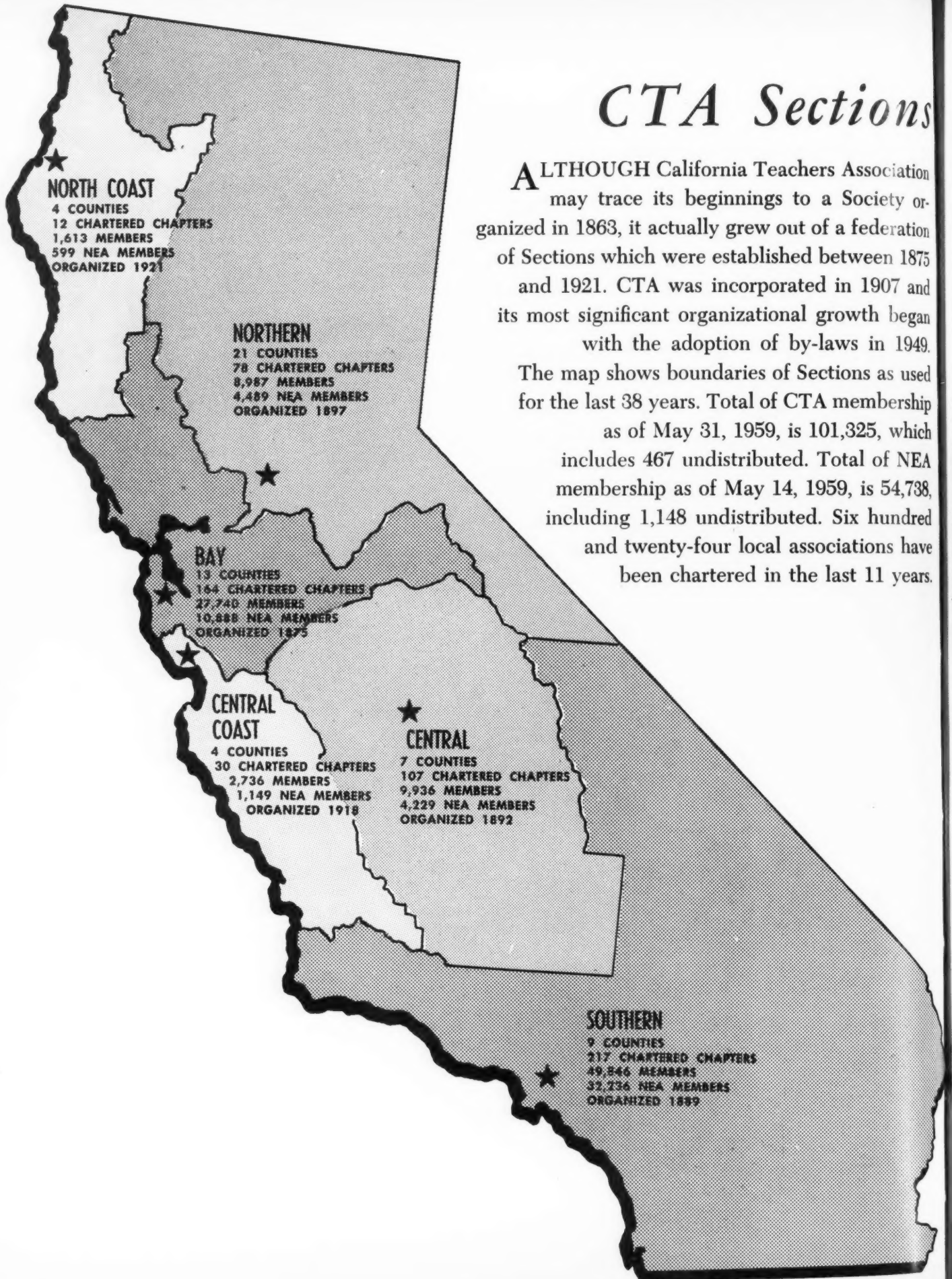
The reorganization of teacher education, the raising of personnel standards within the profession, giving every teacher the situation and the resources to teach as well as he knows how, the expenditure of an adequate segment of our total income for education, the deep and sincere respect of the public for teachers because they are teachers, and an economic arrangement which makes possible an adequate standard of living—these are all aspirations worthy of a great profession.

This issue of the *Journal* begins the story of how the teachers of California, working through CTA, are climbing toward their houses on apparently distant hills. Later issues will continue the story. In the days ahead we may look back and wonder why the house on the hill used to seem so far away.

Arthur F. Gray
State Executive Secretary

CTA Sections

ALTHOUGH California Teachers Association may trace its beginnings to a Society organized in 1863, it actually grew out of a federation of Sections which were established between 1875 and 1921. CTA was incorporated in 1907 and its most significant organizational growth began with the adoption of by-laws in 1949. The map shows boundaries of Sections as used for the last 38 years. Total of CTA membership as of May 31, 1959, is 101,325, which includes 467 undistributed. Total of NEA membership as of May 14, 1959, is 54,738, including 1,148 undistributed. Six hundred and twenty-four local associations have been chartered in the last 11 years.



A SYMBOL OF NEW STATUS



At the wheel of an earth-moving tractor, CTA's president broke ground for the new headquarters June 20, 1958. At left, Mrs. Rhodes inspects exhibits at community flower show in finished building a year later.



OUR LEGISLATIVE ACHIEVEMENT this year, as in so many years past, represents a substantial dividend for CTA members. Without the united action of the teaching profession, as expressed through the State Council of Education and our advocates in Sacramento, California's contribution to the growth and protection of its youth would be haphazard and negligible. In the pages of this magazine we recognize the strong influence of California Teachers Association in the orderly development of public education in this state.

Governmental relationships, though tremendously important, involve only a portion of our broad organizational program. One must study the functional divisions of staff operation in the new headquarters building in order to realize the extent and high purpose of the Association today. Such an examination I commend to each teacher in the state—for his own self-interest and for an appreciation of his personal privilege and responsibility in a dynamic unity.

It has been my great pleasure, together with my colleagues on the CTA Board of Directors, to preside at the commencement and the conclusion of a professional dream symbolized in our new headquarters building.

I see in this beautiful structure, not only the best that modern architecture and construction can produce, but the flowering of teacher aims and objectives. If the teachers of California need symbols of personal worth and professional status, this building embodies them.

If CTA headquarters is your professional home, I invite you to make full use of the expanded facilities now available.

If you have not yet enrolled as a CTA member, I press a special invitation to examine the assets and opportunities of professional membership and to help sustain in actuality the prestige symbolized by the functional nerve center of California education.

Mary S. Rhodes
CTA President

Survivor Benefits — and the teacher

Expansion of State Teachers' Retirement System was made possible by united action of CTA, providing one of the most liberal public employee programs in the Nation.

**MISS CATHERINE HAN-
RAHAN**, first grade teacher at Fremont school in San Luis Obispo, has been chairman of the State Council of Education's Retirement committee since January 1958. Former president of CTA Central Coast Section, she has been a leader in the Association for many years. Author of the article above, Miss Hanrahan is an authority on the complexities of teacher retirement in California.



ESTABLISHMENT of survivor benefits for teachers became one of the major legislative achievements in the field of retirement during the 1959 session of the state legislature. Members of the State Teachers' Retirement System compose the first large group of public employees to obtain such benefits in California.

The CTA-proposed legislation was spelled out in companion bills introduced in both houses of the Legislature. Senate Bill 750, authored by Senator Nelson S. Dilworth of Hemet, failed to reach the Senate floor because Governor Edmund C. Brown declined to authorize action prior to enactment of the budget bill. The Governor gave the green light instead to Assembly Bill 1675, introduced by Assemblyman Carley V. Porter of Compton.

The Porter bill, containing the same provisions as SB 750, had previously received the unanimous approval of the Assembly. It passed the Senate unanimously. Senator Dilworth played a major role in effecting the passage of the successful bill so that teachers could receive a substantial benefit during the 1959 session.

In its final form, AB 1675 contains the major provisions of the CTA retirement program. It provides benefits for survivors of members of the retirement system who die while in active service. Allowances are similar to those available under Social Security. In the following paragraphs is a simplified description of the law, which becomes effective October 1.

Upon the death of a member, the surviving widow or dependent widower, having the care of one child under the age of 18, receives an allowance of \$180 per month. If there are two or more children, the allowance is \$250.

When the youngest child reaches the age of 18 or marries, the allowance is discontinued until the surviving widow or widower reaches the age of 62 or 65, as the case may be. At this time the spouse is again entitled to an allowance of \$90 per month if there has been no remarriage.

If the surviving spouse has the care of an incapacitated child, the allowance continues as long as the child is under his or her care. An incapacitated child is one whose disability began before and continues after the age of 18.

If there is no surviving spouse, or if the spouse dies or remarries, the children receive the following monthly allowances: \$90 to one child, \$180 for two children, and \$250 divided equally among three or more children. These allowances continue until the children marry or reach the age of 18. The allowance of an incapacitated child continues as long as the disability exists.

If there are no dependents in the preceding classifications, or if payments to them have been discontinued because they no longer qualify for benefits, a dependent mother, age 62, and a dependent father, age 65, are entitled to a monthly allowance of \$90 each.

The law also contains provisions which affect the

eligibility of the member and the survivors. An outline of these provisions follows:

The member must have at least one year of credited California service at the time of his death. If there has been a break in service of more than one year, at least one-half year of service must have been rendered after the last break in service ended.

A dependent spouse must have been married to the member prior to the occurrence of the injury or onset of the illness which resulted in death.

A widower or parent must have been receiving at least one-half of his support from the member at the time of the member's death.

The amount of earned income that a spouse may have and still be eligible for benefits is limited to \$2400 a year. A child's benefit is not affected by the loss of eligibility on the part of the parent.

The above benefits are in addition to the previously existing death benefit paid to the beneficiary of a member who dies before retirement. This death benefit consists of the deceased member's accumulated contributions with interest plus an amount equal to one-twelfth of the last earned annual salary for each completed year of the member's service, not to exceed six; or the monthly allowance which the beneficiary may elect in lieu thereof if the member died after qualification for but prior to service retirement.

The provisions of the new law are extremely important to thousands of teachers who have dependents and who have not qualified for service retirement. This group of teachers had no protection for their families prior to the enactment of the survivor benefit bill. In many instances the head of the family could not afford an adequate insurance program and his death at an early age became

a real tragedy. The allowances provided by the new law will assure the teacher of basic family protection and relieve him of much of the worry that he previously experienced.

The new law is an important event in the field of retirement in California. It grants survivor benefits, as they are generally understood, to a large group of public employees. These benefits are set up within the State Teachers' Retirement System, which is the first public retirement system in this State to provide such benefits for its members.

The benefits will be available without cost to the members. The Permanent Fund will be used to finance the measure. It is estimated that there are sufficient funds to finance the program for about 15 years without contributions from the State's General Fund.

Several amendments were made in the bill by CTA to meet legislative objections. The amendments provide allowances for survivors of active members of the system and do not extend coverage to retired members, either present or future.

Members who are now retired will be given a period of six months from next October 1 in which to select an option if no option was selected by the member at the time of retirement. If a member chooses to make this selection, his own retirement allowance will be reduced in order to provide an allowance upon his death for his survivor.

A small booklet is now being prepared by CTA staff and retirement consultants for distribution this fall. The publication will contain general provisions of the retirement law, including changes made in the 1957 session and a revised computational table for estimating contributions and allowances.

Association's Fight for Retirement Covers Half A Century

FOR ALMOST half a century CTA has fought for adequate retirement for teachers of California. Enactment of survivor benefit provisions in state law this year is another major step in the long battle to make secure the declining years of STRS members. Here are the high points in which CTA leadership has pressed for economic security of teachers:

- | | | | |
|------|---|------|--|
| 1913 | State Teachers' Retirement System established, providing \$500 annual retirement allowance with \$12 annual contribution from members. | 1949 | Increased prior and current service benefits, established death benefit, and reduced retirement age from 63 to 60 years. |
| 1935 | Annual retirement allowance raised to \$600, with member contribution increased to \$24 annually. | 1955 | CTA members in secret ballot voted 4 to 1 in favor of Plan B, which established CTA policy on changes in law; changes subsequently adopted by Legislature. |
| 1944 | Retirement System placed on sound actuarial basis, with contributions based on age and salary and state assuming its share of cost. | 1956 | Revised retirement law became effective, in which teachers were placed on same formula as that used for state employees. Second vote of CTA membership indicated 2½ to 1 opinion favoring survivor benefits without integrating Social Security. |
| 1947 | Increased prior service credit to \$20 per year and raised annual salary upon which contributions and benefits were calculated to \$5000. | 1957 | Monthly benefit to dependents provided by automatic option and irrevocable election of option in advance of retirement. |
| | | 1958 | Time for vesting reduced from 10 to 5 years. |
| | | 1959 | Survivor benefit provisions become effective October 1. |

SUCCESSFUL SESSION

Legislative Gains for

WHEN OBSERVERS of the Sacramento scene get around to sizing up the 1959 session of the State Legislature they undoubtedly will agree that it was a good one for public education and the teaching profession. Even a casual look at the legislative ledger will indicate that significant gains were made in the solution of school problems. While many an interest including labor and management went home unhappily complaining about the treatment they received at the hands of the lawmakers, education had little to lament and much to cheer about at the end of the long session.

Any non-partisan appraisal of the accomplishments of the first completely Democratic State Administration in nearly half a century would have to conclude that so far as educational interests are concerned the legislative marathon of 1959 was one of the most successful in years.

Four outstanding achievements, two of them in the field of school finance and two in the area of teacher welfare, served to put the 1959 session in a class apart from most others in the last decade. There were, of course, others of lesser though still vital importance, but these four accomplishments by themselves were sufficient to distinguish the '59 session. They were:

(1) *The enactment of a school finance bill increasing by more than \$24 million a year the amount of State aid to local school districts. This achievement, coming as it did in the face of a threatened king-sized State deficit, was little short of miraculous.*

(2) *The addition of survivor benefits to the State Teachers Retirement System without cost to members.*

(3) *Passage of legislation providing for distribution of State equalization aid on the basis of corrected assessed valuations, thus clearing the way for elimination of inequities in school support caused by faulty assessment practices.*

(4) *Establishment of a \$4,500 minimum salary for fully credentialed teachers, effective July 1, 1960, the highest of any state in the nation.*

An unusually high percentage of all bills tossed into the hoppers of the two houses dealt with education. In fact, the 622 school measures introduced represented more than 14 percent of the grand total of just over 4,400 bills which went across the desks of the Senate and the Assembly. In the past about 10 percent have dealt with education and the teaching profession.

Of the 342 bills which passed both houses and reached the Governor's desk all but 12 were signed into law. The Governor vetoed only two during the session and allowed 10 to die without his signature after the Legislature adjourned.

An almost endless variety of subjects were encompassed by the bills. They affected such widely different areas as higher education, curriculum, corporal punishment, elections, retirement, district organization, scholarships, maternity leave and tax rates.

The 1959 session was significant, too, for the legislation which it failed or refused to pass. Among other things it turned down all proposals to bring teachers and other public employees under collective bargaining. It rejected attempts to wipe out constitutional guarantees of school support, to increase the maximum tax rates allowed school districts without a vote of the electors, to bring public employees under the State Unemployment and Disability Insurance law, to provide for an elective State Board of Education or appointive county superintendents or to cut the price of school milk or raise teachers credential fees. In all of those areas and others it decided to maintain the status quo.

Of perhaps greatest significance and most immediate application was the enactment of Assembly Bill 1000, the school apportionment bill sponsored by the State Department of Education and authored by veteran Assemblyman Ernest R. Geddes of Claremont. The bill was a pivotal measure affecting the operation of every school district in the State and the financial welfare of every school employee, teacher and classified worker alike.

Teachers

Although it little resembled the original document, AB 1000 as it received Governor Brown's approval and became operative on July 1 was based on a report compiled by the State Department after an intensive 18-month study directed by Dr. Wallace W. Hall, Associate State Superintendent of Public Instruction.

As introduced in early February, the bill called for an increase of \$52 million the first year and higher support the following year as an additional feature became operative. When finally it went into the books nearly five months later it provided for an increase of \$24,334,040, or less than half of the recommended amount. It pegged the state school fund at \$201.10 per unit of a.d.a., an increase of \$7.73. All told it called for the distribution in 1959-60 of a grand total of \$636,475,300 for support of the public schools of California.

The enactment of AB 1000 was a phenomenal accomplishment. The year 1959, students of State finance would have told you, was not a propitious time to seek an increase in school support. The authorization for the current level of \$193.37 per a.d.a. enacted in 1957 was due to expire on June 30 and there was talk in legislative circles that it might be necessary to allow school aid to revert to the constitutional minimum of \$180. The State faced a potential General Fund deficit of \$200 million and more than one fiscal expert had suggested that about \$40 million could be lopped off the red ink prospect by simply re-enacting the pre-1957 apportionment law.

In addition to the work of the State Department and two able state-wide committees which studied the problem and documented the need, a



LENA MUSETTI of Sutter Creek, CSTA member and graduate of Sacramento State College, watches with interest as Governor Edmund C. Brown signs the teachers' minimum salary bill. The bill (AB 1008), authored by Assemblyman Ernest R. Geddes of Claremont, raises from \$4200 to \$4500 the annual salary that must be paid to a fully qualified teacher by a California school district. Miss Musetti will become a teacher this month at Arden-Carmichael district.

groundwork had been laid that helped bring about the final satisfactory solution, the passage of a revenue program adequate to meet the total needs of the State, including those of the schools. Without the study, AB 1000 would not have been possible.

Studies made for CTA in 1957 by Dr. Paul J. Strayer of Princeton, nationally recognized economist, had shown the need for new and in-

creased taxes. CTA, acting on the Strayer report and the findings of a public opinion survey, had pioneered the field at that session by sponsoring cigarette and beer tax bills. While neither of them passed at the 1957 session, the way was paved for successful action this year.

At the request of Governor Brown, CTA brought Dr. Strayer back to California late in 1958 to update his studies and to make recommenda-

tions on economic matters. When the Governor made his tax proposal to the Legislature it closely followed Strayer's recommendations.

The Chief Executive, in his inaugural address to the Legislature, listed as one of his twelve major objectives the strengthening of public education.

He said, "Both our Constitution and our conscience enjoin us to invest money in young minds, our greatest natural resource."

Then, in his budget message, he recommended that State aid be materially increased. When translated into specifics it amounted to the \$24 million plus provided by the Geddes bill.

A frank recognition of the fact that the achievement of that goal depended upon increased State revenue resulted in an all-out program of support by CTA and other statewide educational organizations of the Governor's tax program. It was enacted in substantially the form recommended by Governor Brown, with only the proposed severance tax on oil failing. With its passage the money was provided for the school apportionment bill.

Enactment of AB 1000 appeared deceptively easy. It sailed through four committees and was approved unanimously by both houses of the Legislature, something that has not happened to such a bill in the memory of old-time Sacramento observ-

ers. It was a tribute to the planning and work of all concerned, State Department, CTA and many others, but most of all to Assemblyman Ernest R. Geddes. It was in a sense a tangible recognition of his stature and skill in the legislative field.

Provision of survivor benefits to California teachers was an impressive and far-reaching legislative gain. Many observers believe that it will serve to bring greater security to the profession and will attract more young men to teaching, thereby easing the shortage.

The bill which added survivor benefits to the State Teachers' Retirement System effective October 1 was authored by Assemblyman Carley V. Porter of Compton. It was identical to one introduced in the upper house by Senator Nelson S. Dilworth of Hemet, who has handled much teacher retirement legislation over the years.

The CTA-sponsored bill had such widespread authorship and support that its passage appeared to be taken for granted, this despite the fact that eventually it will involve an expendi-

Turn to page 34

SUCCESS CAME at the recent legislative session for a program of new and increased State taxes which made possible a \$24 million plus boost in State aid to local school districts. Groundwork for the action, however, was laid more than two years ago by CTA through its documentation and advocacy of a revenue program. Actions of the 1959 session of the State Legislature in enacting cigarette, beer and other taxes were an outgrowth of studies and recommendations made in 1957 by Dr. Paul J. Strayer, Princeton economist, shown in the center, below, at a press conference at which CTA announced its tax proposals. With Dr. Strayer are Dr. Arthur F. Corey, CTA Executive Secretary, left; and Robert E. McKay, Governmental Relations Executive. Mr. McKay is author of the legislative review starting on page 10.



CTA AND THE COLLEGES

A Hand to Higher Education

Creation of new Commission in the Association assures a close working relationship with universities and colleges.

A COMMISSION ON HIGHER EDUCATION was formally created by the CTA Board of Directors June 20 when it named 13 distinguished educators to serve under the chairmanship of Dr. Fred T. Wilhelms of San Francisco State College.

The 14-member Commission (one position for a representative from the University of California at Berkeley remained open) was carefully selected from a list of 110 nominees. During the spring months, Dr. Frederic W. Hile, newly named Higher Education Executive of the CTA staff, interviewed nominees suggested by local chapters of the Association, AAUP chapters, boards of education, administrators, and individuals. He submitted his personnel information to the Board through Executive Secretary Arthur F. Corey.

The new Commission will hold its first meeting at the new CTA headquarters building September 5. Subsequent meetings have been scheduled for September 26, October 24, and November 21.

Standing Rule 29, creating the Commission, was made CTA policy by action of the Board of Directors on December 13, 1958. Passage of the standing rule had been preceded by long discussions of the role the Association might play in rapidly expanding problems and opportunities of higher education in California.

Purposes and functions of the Commission were defined as: (1) To provide leadership in coordinating the total program of higher education in California (2) To aid in securing support—both financial and public—for the institutions of higher learning in the State (3) To foster improved conditions for the academic employees of institutions of higher learning in the areas of personnel procedure, tenure, salaries, and welfare (4) To provide leadership and assistance in the improvement of instruction at the collegiate level.

Members of the Commission are also members of the Association. As prescribed in Rule 29, segments of higher education are represented by seven from junior colleges, two from higher education at large, two from the State colleges, two from private colleges and universities, and one from the University of California. The 13 now named are eight faculty members and five administrators.

Dr. Hile, CTA staff executive and secretary to the Commission, was employed in February. A former instructor in speech and psychology at El Camino College,



FRED HILE

he received three degrees from the University of Denver and an Ed. D. degree in history and philosophy of speech education at the University of Washington. He and his wife and daughter make their home in Inglewood but Dr. Hile normally headquarters at the new Association building in Burlingame.

Dr. Wilhelms, professor of education at San Francisco State College, was named by the board as the first chairman of the new Commission.

Commission on Higher Education

- DR. COURTLAND L. WASHBURN, *Instructor in Mathematics, American River Junior College.*
- MR. EDWIN C. MORGENROTH, *Instructor in Psychology, Long Beach City College.*
- MISS CLELA HAMMOND, *Instructor in Mathematics, El Camino College.*
- MR. GEORGE PRIDE, *Instructor in Life Science, Santa Monica City College.*
- DR. JOHN LOMBARDI, *President, Los Angeles City College.*
- DR. ROBERT E. SWENSON, *President, Cabrillo College.*
- MR. WILLIAM K. MAYO, *Dean of Instruction, Head of Engineering Department, City College of San Francisco.*
- DR. FRED T. WILHELMS, *Professor of Education, San Francisco State College.*
- DR. W. ARDELL STELCK, *Assistant Professor of History and Chairman, Division of Social Sciences, San Fernando Valley State College.*
- FR. DARRELL F. FINNEGAN, S. J., *Professor of Education, Chairman of the Department of Education and Co-Director of the Guidance Center, Loyola University of Los Angeles.*
- DR. FREDERICK MAYER, *Professor of Philosophy and Humanities, University of Redlands.*
- DR. WALDO W. PHELPS, *Associate Professor, English and Speech, UCLA.*
- DR. GLENN S. DUMKE, *President, San Francisco State College.*



GOVERNMENTAL
RELATIONS



TEACHER EDUCATION



PUBLICATIONS



EDUCATIONAL POLICY



ADMINISTRATION

A STAFF TO LEAN ON

WHEN Prentiss Jeffers started his new job as a teacher, he accepted an invitation to attend a meeting of the local teacher association.

Over coffee cups later, he turned to Roger Brown, veteran chemistry teacher and program chairman of the club.

"Mr. Brown," he said, "you suggested we join this club and I think I want to do so. But what about CTA? I don't know enough about the state association to put my money down without question. Sure, they told us something about CTA in CSTA chapter at college but it sounded like pure theory. What I want to know is what do I get out of it?"

Holding out his cup for a steaming warm-up, Brown answered with a question, "You wanta be talked to death at such a tender age? I could give you my four-bit pep talk but I think you could get your answers a better way. It happens I'm a member of State Council and I have a committee meeting next Saturday at the Burlingame headquarters. Why don't you come along with me—it'll give you a chance to visit headquarters, ask questions, and make up your own mind. Let me pick you up at eight."

As Jeffers climbed into Brown's Ford Saturday morning, he said to his host, "This committee you mentioned . . . how many committees are there in CTA and what do they do?"

"My committee is one of ten," Brown answered. "Committeemen are drawn from membership in the State Council of Education, the governing body of CTA, and they meet two or three times a year in addition to Council meetings. CTA is a voluntary association of professional people . . . and it's democratic in operation. The Council is a representative assembly of elected teachers and administrators and it debates issues and reaches decisions without rubber-stamping any person or any agency."

"I see here a chart showing organization of CTA and

its objectives," young Jeffers said as he leafed through a copy of *CTA Journal*. "The Section breakdown is shown and the relationship to State Council and Board of Directors and off to the side is a box listing five aims for developing and maintaining high standards. This seems to imply a big staff job. How does the staff get the job done, assuming it gets its policy and direction from the governing body?"

As the car turned off El Camino Real, the driver pointed ahead to an obviously new three-floor modern building from which the early sun reflected a burnished gold. "There is our new headquarters building," he said. "When the staff moved in July, I understand there were nearly 100 employees, most of whom work here. While I'm in my meeting, I suggest you take care of your business with Placement and roam the rest of the building. You'll find the answers to your questions in your own way."

In midafternoon, as the two men drove homeward, Brown turned to his thoughtful companion with a question. "How did your investigations go on the CTA staff?"

"I'm deeply impressed," the young teacher answered. "I asked a lot of questions and I got a lot of answers. I was given a tour of the offices and I read a lot of publications. I've jotted down some notes and I think I'd like to write a paper. Maybe others on our school staff would like to have the picture I now have."

A month later, at the meeting of the teachers' club, Mr. Brown, after introducing New Member Jeffers, passed out some mimeographed sheets. "This is Prentiss' view of the CTA staff and program. I think it is fresh and objective and I urge you to read it," the program chairman said.

This is the "paper" Jeffers had written:

A STAFF TO LEAN ON

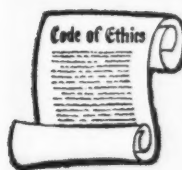
My introduction to CTA staff was through the Placement Service, where I made some inquiries for a friend



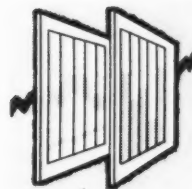
COUNCIL ACTIVITIES



HIGHER EDUCATION



PERSONNEL STANDARDS



RESEARCH



BUSINESS

who wants to move here from Illinois. Placement is available to any CTA member and the rate for a professionally handled service is only 1½ per cent of first year's salary, compared with the higher rates usually charged in privately operated agencies. The office handles all types of positions: classroom teaching, supervisory, and administrative. Last year the state office had nearly 2000 registrations, listed 4438 vacancies, and completed 520 placement contracts.

I picked up information on the insurance program sponsored by CTA. Dr. Frank Parr, the executive for special services (who also directs the placement service), told me that an advisory panel on insurance had worked for eight years to develop five basic plans, three of which are open to CTA chapters on a group basis: income protection, group life, and Blue Cross health plan. These three plans require chapter endorsement, payroll deduction, and a percentage enrollment of membership. The other two plans, automobile and homeowners, are available on an individual basis for members.

SPECIAL SERVICES

Popularity of these plans is apparent in enrollment figures to date: health plan, 65,000; income protection, 25,000; group life, 4,000; automobile, 30,000; homeowners and tenants, 6,000. Total annual premium from all five plans now exceeds \$8,500,000 a year. I did not learn how much this outlay *saved* the teachers of California but I did some fast figuring when I got home and estimated that I could save \$58 a year by taking advantage of CTA rates on the three plans in which I am interested. I delivered my check for CTA dues to our building representative the same day I did the figuring.

The insurance program repaid the cost of my dues almost three times over. And the tremendous values I receive in the broad professional program and the knowledge that I can participate in educational decisions important to society are dividends I get with no out-of-pocket cost. I'll describe the programs later but first let me mention two more special services available to members.

A purchasing service through Hotel Service Bureau in San Francisco enables a member to buy almost any kind of merchandise at savings ranging from 10 per cent to 40 per cent. This service is used mostly by teachers in northern and central California, as the Southern Section has a similar service for members in the south.

CTA Southern Section, incidently, has a number of insurance and special services programs quite separate from and independent of the state CTA office.

If you plan summer travel for credit or recreation, CTA can help plan tour groups through NEA Travel Service, which makes possible added attractions at lower cost.

A six-week "university afloat" tour to the South Seas last summer took 180 teachers and seven professors on an unforgettable adventure, sponsored by CTA's Southern Section.

The Central Coast Section sponsored a successful tour of Europe last summer.

The state office is planning cooperation with the California Association for Health, Physical Education, and Recreation to organize a tour of the Olympic Games in Rome for next summer. There is every indication that this will be an unusually popular tour.

By good fortune I found Dr. Arthur F. Corey in his office. This dynamic executive secretary of an organization which grew from 41,000 to 101,000 in 12 years had just returned from a speaking trip to New York and Washington.

ADMINISTRATION

Dr. Corey's wide reputation as an educational statesman and an able salesman of the best in the public schools is easily understandable when you hear him speak and when you feel his dedication to solving the great problems of a growing profession.

A former elementary teacher and school administrator, Dr. Corey learned in his own experience that professional prestige cannot be bought or legislated—it must be earned. Prestige will be earned by making teaching a quality profession—a premise on which many programs of CTA have been pioneered.

The CTA executive secretary is co-chairman of the joint committee of the NEA and the National Magazine Publishers Association. He is a member of the accreditation committee of the State Board of Education and a member of the NEA-AASA Educational Policies Commission. He had an excellent opportunity to study all the school systems of the country when he served as field representative of the U. S. Office of Education in 1937-38. In 1938 he joined the staff of the California Teachers Association and became state executive secretary in 1947.



PROFESSIONAL SERVICES



FIELD SERVICE



SPECIAL SERVICES



NEA RELATIONS



PUBLIC RELATIONS

COUNCIL ACTIVITIES

Miss Mary A. Ball has served CTA more than 30 years, was once the only assistant of the executive secretary, and now holds the title of Council Activities Executive. With a vast knowledge of organizational history and with a broad acquaintance among educational leaders of the state, she handles the manifold details of meeting arrangements for the Council and its committees—with a skill born of tested experience. She not only knows the 356 members of the current Council but also maintains the record of their official acts.

PROFESSIONAL SERVICES

Dr. Kenneth R. Brown, Professional Services Executive, has a variety of functions which do not fit simply into an organizational chart. As an assistant to the executive secretary and as a former research director, he is an expert on school finance and he represents public education on the taxation and finance committee of the State Chamber of Commerce.

As staff aide to the CTA Commission on Educational Policy, he has assisted in the research and preparation of the five important statements produced by CEP. He writes drafts based on the commission's discussions until the thinking of the group progresses to final version.

As staff consultant to the NEA Relations Commission, Dr. Brown serves as liaison between the national association and the state CTA staff. In this capacity he completed a six month "chore" ending last May in which he worked with the NEA Department of Classroom Teachers on a study of working conditions in schools for teachers and administrators. The "Conditions of Work Project" publication will undoubtedly be an important resource for all teachers of the country.

BUSINESS SERVICES

Five offices are primarily responsible for Association record keeping and business transactions. Membership records, for example, maintains enrollment files on more than 102,000 members, as well as mailing plates for the total membership.

Accounting, office services, and records center offices are other important arms of the department of business.

Much of the work in planning the new CTA headquarters building in Burlingame was assumed by this staff, under the direction of Walter Maxwell, Executive for Administration.

GOVERNMENTAL RELATIONS

Next to Dr. Corey, one of the best-known names in CTA is Bob McKay. As Governmental Relations Executive, he has established an enviable record as the school "lobbyist" in Sacramento. During the recent session of the legislature Mr. McKay and his small staff of assistants kept tabs on 662 bills of vital interest to education in this state.

An amazing record of success in sponsoring or opposing bills is due in large measure to the CTA's organizational structure. Policy—both general and specific—is set by the State Council after study and recommendation by the Legislative committee. Through this committee also come decisions on important issues referred by Finance, Tenure, Retirement, Salary Trends, or other committees. Sometimes it is necessary for the executive secretary and the legislative advocate to make strategic decisions on the spot, but generally legislative policy decisions of the State Council and the Legislative Committee cover most measures.

It suddenly occurred to me, when I learned about the importance and the complexity of CTA's representation in the state capitol, that I shared great annual dividends as a CTA member—income and security which would be virtually impossible without the Association. The welfare of future generations of children—as well as the incumbent teaching profession of the state—is literally at stake in every session of the Legislature. Without an alert and responsible participation by teachers in the course of legislation affecting finance, curriculum, administration, and a confusing cobweb of basic school law, there could be no voice on important issues which shape society. As a CTA teacher-citizen, my pride expanded.

RESEARCH

California teachers have a more equitable distribution of load, have improved in-service training programs and freedom from hastily-developed merit rating schemes, and have access to vital information on salary trends, due largely to the work of the CTA Research department.

Success in any program depends on getting the facts, applying equally to education and industry. CTA Research covers more than fact-finding, however. It summarizes reports of consulting groups studying licensure

101,325 MEMBERS
623 Chartered Chapters
Divided into 6 Geographical Sections

STATE COUNCIL OF EDUCATION
Representative Assembly
356 MEMBERS

COMMITTEES
FINANCE
INTERNATIONAL
RELATIONS
LEGISLATION
MORAL & SPIRITUAL
VALUES
PROFESSIONAL
RIGHTS AND
RESPONSIBILITIES
RETIREMENT
SALARY
TEACHER
EDUCATION
TENURE
YOUTH ACTIVITIES

BOARD OF DIRECTORS
9 MEMBERS

**ADVISORY
PANELS**
CSTA
INSURANCE
PUBLIC
RELATIONS

COMMISSIONS
EDUCATIONAL
POLICY
NEA RELATIONS
PERSONNEL
STANDARDS
TEACHER
EDUCATION
HIGHER
EDUCATION

Developing and Maintaining High Standards of:

- Community Relations
- Teacher Education
- Teacher Service
- Personnel Relations
- Professional & Economic Security

A STABILIZED PRE-EMINENT PROFESSION

problems, compiles teacher evaluations of educational television, surveys professional opinion on ethics, processes staff satisfaction studies. It also coordinates research efforts of California educational groups and maintains an information center where the results of local, state, and national studies are available.

I found the Bulletins published by Research on school district salary schedules an indispensable aid to our own salary committee, as they are to hundreds of teachers groups throughout the state.

Although individuals and local associations get help from Dr. Garford G. Gordon and his assistants, probably the most important work of the department is in fact-finding for CTA departments and committees, much of it becoming the foundation for Association policy. For instance, many months ago a research study showed that teachers and administrators in smaller districts wanted tenure. Extension of tenure to districts of 250 ADA then become a part of CTA's legislative program, narrowly missing enactment in the closing hours of the session.

One of the most useful additions at headquarters, made possible by increased floor space, is the professional library, located in the research area on the third floor. As the stacks fill out, this library will be of great value to members who wish to use the facilities, as well as to research staff in preparation of publications.

FIELD SERVICE

"Nine nimble men" is the way one of my hosts characterized the fast-moving, versatile field representatives of CTA Field Service. These men, well known for their personal appearances before teacher groups in all parts of the state, are skilled in solving personnel problems, coordinating local association programs, helping with conferences and workshops, making speeches, conferring with individual teachers and administrators.

Among the recent projects described by Field Service Executive Bob Rees, a veteran of 12 years experience, were direction of an annual conference of all local association presidents, preparation and distribution of a kit of materials on student behavior policy, investigation and counseling on literally hundreds of professional relations cases, and assisting with dozens of field conferences.

Working cooperatively with Section field men, the CTA representatives, supported or guided by finance experts of CTA Research, have made salary consultation service a valuable asset to local teacher salary committees.

Because of wide acquaintance, field men act as catalysts, passing along good ideas. They might respond to a call for help on a recruitment campaign, a bond election, an attack on the profession, or a financially distressed member. The brief-case men counsel with the unemployed, help superintendents with teacher troubles or aid teachers with administrator problems. The field representative is a general educational consultant, dedicated to the welfare of three million children and their teachers, but too busy to spend enough time with his own children.

PUBLIC RELATIONS

Outstanding coverage of education news and issues throughout the state will be the basis for new John Swett Awards, an ambitious public relations program conceived by Harry A. Fosdick, CTA's P.R. executive. The program will culminate with presentation ceremonies during the State Council meeting in Los Angeles next December.

Although public relations activities of the CTA staff include all types of media, television now commands major attention. Teachers will meet the press in a weekly half-hour TV feature to be produced and financed by CTA this fall, with cooperating stations in every viewing area. Two education writers or editors from California newspapers will question two educators representing CTA, each program to be built on one of the 13 major issues in education which have been chosen for the first series starting in October.

Besides TV stations in San Francisco (KRON), Los Angeles (KRCA), Sacramento (KRCA), Redding (KVIP), and San Diego (KFMB), at least ten radio stations will blanket the state with the *Why, Teacher?* shows. KFRE-TV in Fresno will be added to the television list when it installs videotape equipment.

Because media have developed enthusiasm for the show, most of the production costs and all time charges will be absorbed by stations. CTA's share for talent and production will be \$10,000 for the first 14 weeks, to be financed cooperatively by the Sections and the state CTA public relations department.

The executive quoted Stuart Dufour, chairman of the CTA public relations advisory panel, as saying, "This TV format offers CTA outstanding opportunities. News representatives will plunge the discussions into the heart of issues and create liveliness without requiring 'crackpot' participants for the sake of controversy. The discussions will demonstrate that CTA activities are directed toward improving education and meeting all types of school problems, not merely toward getting more money and security for teachers."

PUBLICATIONS

The only physical contact that every member has with the CTA program at least monthly through the school year is the *CTA Journal*. The magazine has been acclaimed among the best published by state associations in this country—a tribute to be expected, since it reflects the most vigorous and advanced program of teaching as a profession.

The *Journal* is edited by J. Wilson McKenney, who also serves as executive of the Publications department. Two staff committees assist: a publications control committee, which meets weekly to schedule the growing volume of booklets, brochures, and other printed materials produced by CTA; and a newly created editorial board, which sets *Journal* policy and helps in the planning of content and design. The latter group, composed of four department heads, will direct more attention to improvement of journalistic and educational standards, with every indication that the *Journal* will serve its readers even better than it has in the past 50 years.

This lengthy report on my observations of CTA staff function reserves to the last my comment on the five commissions, which have been set up in the last few years by action of State Council. In these groups rests a major share of responsibility for reaching the professional objectives of a stabilized preeminent profession for teachers. Those goals, as eloquently stated by Dr. Corey, are *developing and maintaining high standards of personnel relations, teacher education, teaching service, community relations, and professional and economic security.*

HIGHER EDUCATION

The NEA Relations Commission and the Educational Policy Commission I have already mentioned under the Professional Services Executive. The Higher Education Commission was named in June and had its first organizational meeting this month. Through Dr. Frederic Hile, commission executive, we shall soon be hearing about new relationships which the CTA will cement with California colleges and universities.

PERSONNEL STANDARDS

An ethics program for teachers, pioneered by CTA, has matured as the Personnel Standards Commission, with James Williamson as staff executive. Based on the conviction that "the teaching profession must possess standards of ethical principle, personnel policy, and minimum competence—and must enforce them," this commission has conducted scores of hearings on critical cases and its reports over an eight-year period have established acceptable patterns of conduct and attitude among teachers and administrators. It was an indication of the prestige which teachers had earned for themselves when the Legislature established legal basis for expert panels of teacher witnesses to appear in court cases on tenure dismissals. This is an important outgrowth of the commission's work in setting acceptable standards of fitness and competency.

TEACHER EDUCATION

Perhaps no other issue in recent public controversy over the schools is more important than teacher preparation for the profession. CTA's responsibility for the maintenance of professional standards in preparation, accreditation, and licensure is vested in the Commission on Teacher Education. Dr. Charles E. Hamilton, assisted by Dr. J. Alden Vanderpool, has carried on this staff work at many levels, including sponsorship of the California Student Teachers Association.

Workshops, conferences, and panels, as well as an extended study by 300 or more CTA consulting groups, have created consensus on quality in education. In this work, as in other phases of CTA's professional program, members have sought to improve their own competence as teachers and to assure themselves that future generations of teachers will qualify under exacting standards.

Although this report has been long, it is actually a minimal picture of our CTA staff at work. No doubt, had I enjoyed veteran membership in the Association, my interpretation would have been broader and deeper. But as a fledgling, my observations have created the personal conviction that CTA membership is a professional responsibility and privilege, a virtual necessity. And it gives me a new sense of strength and power to know that I now employ a stout staff to lean on.



TWO PRESIDENTS MEET—Mrs. Mary Stewart Rhodes, president of California Teachers Association, greets the newly installed president of the National Education Association, Walter W. Eselman. Dr. Eselman, supervising principal of Upper Dublin Schools in Fort Washington, Pa., had served as first vice president for the past year and took over the gavel of the world's largest professional organization at the NEA convention in St. Louis, succeeding Dr. Ruth Stout of Kansas.

NEA in St. Louis

By Hazel Blanchard

THREE HUNDRED and seventeen official California delegates invaded St. Louis, Missouri, June 29-July 3 to attend the 38th annual Representative Assembly and the 97th convention of the National Education Association.

Swept immediately into convention activities, Californians attended daily delegation meetings designed to orient and to inform delegates of the many and varied activities, programs, and vital issues which deserve the attention of the Nation's public school educators.

Noteworthy was the speech of Dr. Arthur F. Corey, CTA executive secretary, who appealed for immediate and strong support of the Murray-Metcalf bill (S.2 and H.R.22) because

of its broad-purpose, large fund provisions. Corey urged delegates to reject suggestions which would dilute the bill, including elimination of salary features, and instead work for passage of the full measure.

Dr. Corey said in part: "Rapidly moving economic and international events of the last few years have clearly shown that the American people will not accept half measures. The development of means to finance education adequately is a prime national issue . . . it is an issue that will play a major role in the Presidential election of 1960."

Dr. Corey added that, as educators, we must "dedicate ourselves and our profession to doing all that is within our power to see that a large-fund, broad-purpose program is enacted."

"We must not accept substitutes or compromises," he said. "We must dedicate ourselves to this cause and

Californians participate actively in 97th meeting of world's largest professional organization

work for it until it becomes the law of the land."

It was moved that the delegates pledge immediate efforts to obtain early passage of the Murray-Metcalf bill. After a long succession of state delegates seconding the motion, it was passed by thundering vote.

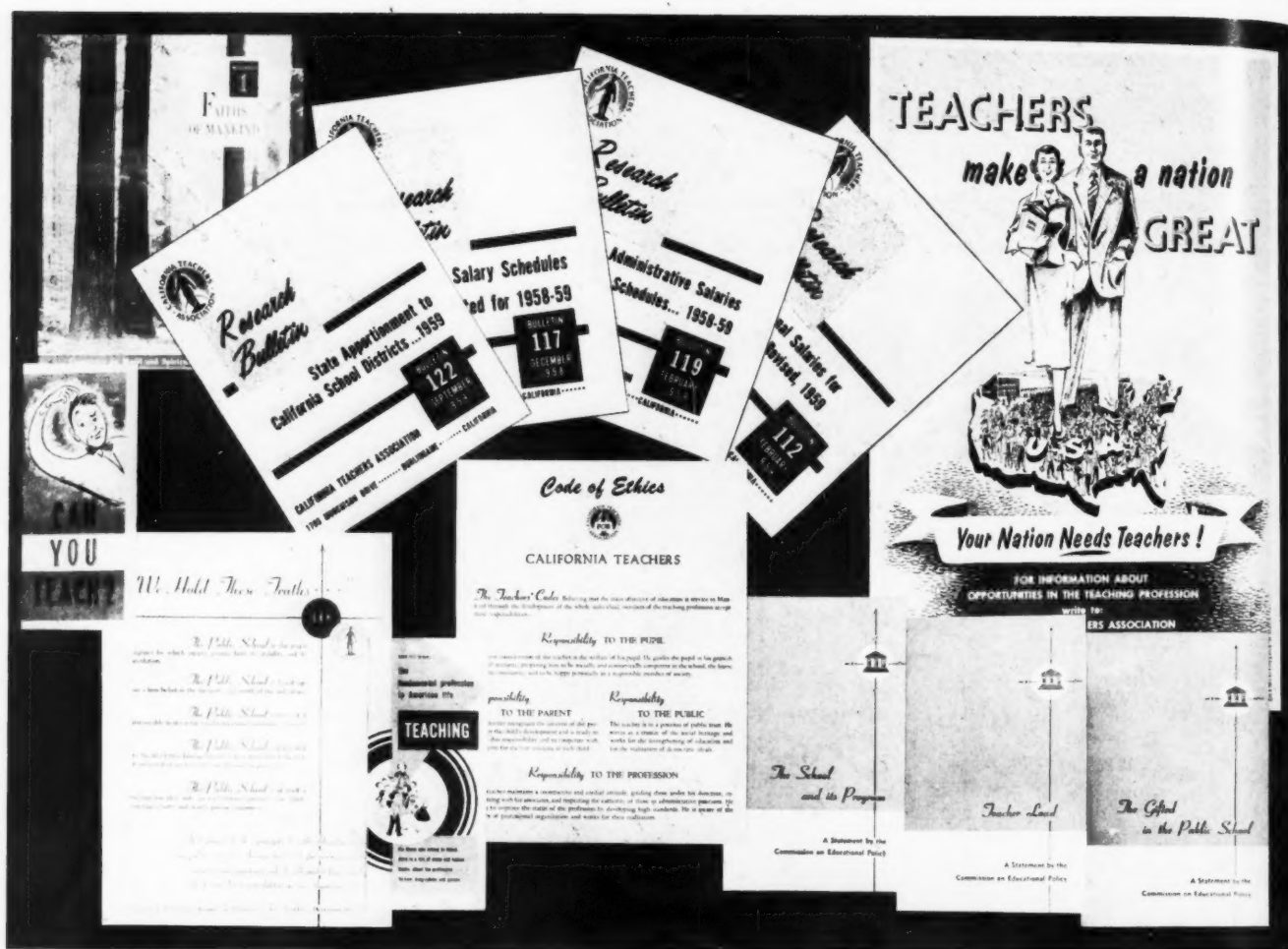
Speakers at general sessions included President Ruth Stout, who urged her 7800 listeners to "employ the educative process to bring the real up to the ideal," and Charles Malik, president of UN General Assembly, who spoke on the role of America in the East. Other major addresses were by John W. Gardner, president of the Carnegie Corporation of New York, and Henry J. Kaiser Jr., of Kaiser Industries, Oakland.

After an active year of study and hearings, the Resolutions Committee offered 19 resolutions for approval by the Assembly. Included was reaffirmation of basic principles with regard to public education, upholding teachers' rights as citizens, promoting communication resources, encouraging educational research, sponsoring federal financial support, setting goals of a salary range for teachers of \$6,000 to \$13,000, requesting tax deduction for professional expenses, promotion of sound retirement systems, urging adequate school districts, and favoring studies of delinquency prevention. There was no substantial change in the platform or resolutions over those adopted in the past four years.

After a two hour debate on the floor over the wording of a five-year old resolution on integration in the public schools, the item remained unchanged but the executive secretary was instructed to prepare a review of problems involved in integration for report to the membership.

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Mrs. Blanchard, principal in Fresno City Schools, is senior NEA Director for California and chairman of the NEA Relations commission.



CTA PRINTS IT--PROFESSIONALLY

IMPROVED facilities in the new CTA building will include better storage space and production areas and a servicing center for publication distribution. New titles will shortly be published to add to the already long list of publications on the organizational and professional interests of the Association.

All CTA chartered associations and Sections are provided with complete libraries of CTA publications without charge. Sections have limited supplies to serve local needs.

A single copy of any unpriced publication is available to a member without charge but a mailing charge of 10 cents a copy is requested after the first free copy. Membership receipt number is requested on such orders. When prices are indicated, they are based on production costs, postage-paid and tax paid. Discounts of 20 per cent apply on orders of consolidated titles amounting to \$5 or more.

Although the current publication list constantly changes and grows, a number of handbooks and bul-

letins have remained basic and standard for several years. Out of the list of 64 titles, the following are the principal items now available from CTA Publications, 1705 Murchison Drive, Burlingame:

WE HOLD THESE TRUTHS . . ., first statement by the CTA Commission on Educational Policy. Pub. 1956, 15 pp. Also available in poster form.

CONTROVERSIAL ISSUES IN THE PUBLIC SCHOOLS, CEP's second statement of policy. Pub. 1956, 16 pp.

THE GIFTED IN THE PUBLIC SCHOOLS, describes special provision for education of the intellectually gifted in the third CEP statement. Pub. 1958, 12 pp.

THE SCHOOL AND ITS PROGRAM, informing the public about major features of the public school curriculum today. Pub. 1958, 76 pp.

TEACHER LOAD, problems of class size and related factors described in CEP's fifth statement. Pub. 1958, 24 pp.

VALUES TO LIVE BY, designed to help create a school climate for emphasis on moral and spiritual values. Pub. 1955, 39 pp., 35c. (Four more bulletins and other publications included in "Values Kit," available at \$1.)

THE TEACHER'S CODE, a handbook on the Code of Ethics for California teachers, its importance, interpretation, and enforcement. Pub. 1955, 78 pp., 50c.

CO-OPER-ACTION, a guide for professional relations committees. Pub. 1955, 62 pp., 25c.

TEACHER COMPETENCE, its nature and scope, a revision of Kinney's "Measure of a Good Teacher." Pub. 1957, 48 pp., 50c.

FREEWAYS TO FRIENDSHIPS, guidance in good school public relations for local committees. Rev. 1955, 53 pp., 25c.

CAREERS IN EDUCATION, a handbook published 1954 by CTA Teacher Education Commission for high school and college students. 71 pp., 35c.

SALARY SCHEDULES, survey of, in California school districts. Research Bulletin 117, as of December 1958. Pub. 1959, 49 pp., \$1.

PAY WINDOWS FOR THE PROFESSION, a handbook for local association salary committees. Pub. 1956, 56 pp., 40c.

SALARY POLICY, a statement of fundamental principles adopted by State Council of Education. Rev. 1958, 28 pp.

PROFESSIONAL SALARIES FOR TEACHERS, Research Bulletin 112, is a summary of national research on salary schedules (updated revision of popular Bulletin 86). Pub. 1959, 62 pp., 50c.

ADMINISTRATIVE SALARY SCHEDULES, Research Bulletin 119, a survey covering 1958-59. Pub. 1959, 45 pp., \$1.

PUSHBUTTONS FOR PRESIDENTS, a guide for leadership of local chartered associations. Rev. 1959, 64 pp., 25c.



More Services

at small cost

Expanded program of CTA over the last two years was made possible by an increase in your professional dues.

IN 1957 the members of California Teachers Association gave overwhelming support to proposals for sweeping expansion in programs of their state and Section organizations. At the State Council meeting in April of that year, elected representatives of the total membership voted by a margin of four to one to increase dues by \$10—from \$12 to \$22 a year.

Now, two years later, it seems fair to ask how CTA members are benefiting from the increase in services and dues. First, let it be kept in mind, the dues increase was divided evenly between Sections and state association. The six Sections, each in its area of the state, have used their own increase of \$5 a member to strengthen existing

services and to add new ones. No two Sections have expanded programs in exactly the same way, since needs of teachers and schools vary widely in different parts of California.

The state association has strengthened its program through use of the added \$5 per member which it now receives. The following summarizes important steps taken in the expansion of services:

Public Relations—First step taken by the State organization after approval of an expanded program was to establish a full-time Department of Public Relations. The new department came into existence on July 1, 1957. Public relations assignments had previously been an added responsibility of Field Service. This department now has three full-time and one part-time professional staff members, each a specialist in one or more phases of communication, in addition to two office secretaries. The total amount budgeted for public relations in 1959 was \$64,678, made possible by the extra \$5 per member in dues.

Legislation—CTA members are concerned with telling their story with utmost effectiveness in legislative halls. Two additional professional staff members have as a consequence been assigned to the Governmental Relations staff. Expenditures for this department are this year \$68,693, an increase of \$38,674 over 1957.

Field Service—Field Service, too, has expanded. Added income to CTA brought two new Field Representatives to the staff, bringing to nine the number serving local associations and individual members. The current year's budget for this department is \$166,387, greater by \$39,751 than it was in 1957.

Teacher Education—CTA programs in teacher education have been strengthened along lines proposed and discussed at the time the dues increase was under consideration by members. Expenditures set for this year total \$59,649, up \$27,933 over two years ago, expanding the work of the Commission on Teacher Education, the California Student Teachers Association, and California Education Clubs.

Research—Extension of research services has meant more and faster research and research reporting, especially in areas of school finance and teacher salaries. The \$81,902 earmarked for the Research Department in 1959 comes to \$26,479 more than did annual expenditures for research before the \$5 per member dues increase went into effect for the state organization.

Modest increases in expenditures have also benefited the Personnel Standards Commission and the Commission on Educational Policy. And in 1959 a new commission is functioning, the Commission on Higher Education, with \$18,710 budgeted for its year's work.

Other Services—Though not in like measure, every department and activity of the state association has been strengthened by the dues increase. Moreover, programs of various departments are much more extensive than one might judge from a study of the budgets of particular departments. In interests of efficiency, departmental budgets are not charged for office services, supplies, paper, printing, mimeographing, or addressing. These items are charged to other sections of the total CTA budget. The net effect is to provide added services costing more than \$130,000 a year to departments directly engaged in providing services to the teaching profession.

Staff Retirement and Salaries—When a CTA committee on services and dues began its work in 1956, it found members critical of the fact that their own professional employees had gone for several years without any substantial improvement in their salary schedule.

Voiced almost as emphatically was the opinion that a greatly liberalized staff retirement plan should be provided for CTA employees, one with benefits which would come at least reasonably close to those provided teachers by the State Teachers' Retirement System.

Satisfaction can be taken in the fact that salaries of CTA staff members have been im-

proved materially. A new salary schedule adopted by the Board of Directors has brought increases totaling \$90,000 a year, approximately, to the 37-member professional staff of the state association.

Six months before the State Council voted for an expanded program and increased dues it took formal action calling for a new and more adequate retirement plan for CTA employees as soon as funds could be made available.

The CTA Retirement Plan, a funded plan with the Crocker-Anglo National Bank serving as Trustee, is now beginning its third year of operation. In addition to contributions of employees, the state association will during 1959 contribute \$69,781 to the Retirement Plan—\$48,227 more than it paid into a far less adequate annuity program for employees in effect prior to mid-1957.

This article might well be considered a progress report to each CTA member on how his added dues to the state association are being expended. Of course, no one story can fully explain the association's far reaching program and the budget through which its many activities are financed. But to those who recall discussions in 1956 and 1957 of the then "proposed" expansion of services and dues it will be apparent that much of what was planned and hoped for has already been brought to pass. Some steps remain, but they are to be taken as rapidly as possible.

Members with a special interest in how the CTA program is financed may have a variety of materials placed at their disposal. The state association's balance sheet, from its audit for 1958, appeared in full in the May issue of the *CTA Journal*. Copies of income and expense statements for 1958 and a summary of the entire budget for 1959 will be sent upon written request. Letters and postal cards should be addressed to Department of Business, CTA, 1705 Murchison Drive, Burlingame.—WALTER MAXWELL, *Executive for Administration*

AFFILIATES

Teamwork in professional objectives

Special interest groups participate in total activity program of CTA

Teacher John Jones is a member of CTA and NEA. But his interest and participation in state and national organizations does not cease at generalized professional levels. He also holds a membership receipt in the California Association for Health, Physical Education, and Recreation because he teaches hygiene and boys' physical education and coaches the basketball team.

Nearly every teacher wants to join an organization identified with his special grade level or the subject he teaches. Others with professional interests outside the classroom are concerned with specially related activities such as coordination, supervision, or budget-making. They need association with other people doing the same kind of work, for mutual assistance and protection.

Special interest groups which meet certain standards are eligible to become affiliates of CTA, and fifteen have formally allied themselves. Three of these organizations are composed of those interested in aspects of administration, elementary, secondary, and general. Four are concerned with subject matter; health and physical education, business education, home economics, and industrial arts. Other areas of interest represented by affiliated groups include supervision and curriculum development, adult education, libraries, scholarship, childhood education, junior colleges, and nursing service.

Not all special interest groups are affiliated with CTA. Some do not have enough members to qualify, some do not have State-wide organizations, and some may not have recognized the value of affiliation.

The greatest value of affiliation is, of course, coordination of effort. The prevention of duplication of effort, the reduction of friction among various interests, and the helping of segments of the profession singled out for attack at moments of unusual vulnerability, are all promoted by the ties of affiliation. Some freedom of action is given up, but professional solidarity is strengthened. And, although it is possible for parts of the teach-

ing profession to gain temporary advantages over the rest of it, ultimately teachers rise or sink as a total professional group.

Since affiliates are required to have a high percentage of CTA members, services extended to such organizations by CTA are to a large degree simply another way of helping members. However, even if this were not true, service to affiliates would be beneficial to CTA membership because of its effect in strengthening the teaching profession and preventing the development of divisive influences and conflicting programs of action.

Services to affiliates take many forms. Each affiliated organization is represented on the State Council of Education and so has an opportunity to bring its problems and proposals directly before that policy-making body. When proposals are adopted by the State Council, they become part of the CTA program and receive all necessary support—legislative, financial, publicity, and research.

Periodic meetings of the representatives of affiliates with CTA representatives are held at CTA expense. These gatherings provide an opportunity for plans, problems, and proposals to be discussed and action programs formulated and coordinated.

Many affiliated groups have vigorous programs in their own areas of specialization. Sometimes these lead to the formulation of legislative proposals. The CTA governmental relations staff gives advice and assistance in many instances. Often, as a result of discussions of both an informal and a formal nature, the State Council Legislative Committee endorses CTA approval or support of affiliate proposals. Occasionally the State Council makes them part of the CTA-sponsored legislative program.

Another CTA service available to affiliates is the provision of headquarters facilities that would not be within the reach of relatively small organizations. Services provided to affiliates at cost include office space, production of publications, and sometimes secretarial and clerical help. Eight affiliates are currently housed in the new CTA state headquarters building.

Affiliates having their own paid employees are also able to participate in the CTA employees retirement system. Several have taken advantage of the opportunity to do so.

Editorial advice and printing at cost are two other services available to affiliates. The CTA Publications Department has helped several of these organizations to plan layouts of brochures, pamphlets, and more elaborate documents. Some of these have been duplicated by the CTA Office Services Division at cost. Articles describing the special activities of affiliated groups frequently appear in *CTA Journal*.

Probably the most widely used service offered to affiliates by CTA is that furnished by the Research Department. The Research Library and Information Center is regularly consulted by officers, members, and employees of affiliated organizations. The librarian has prepared numerous bibliographies, summaries, and

digests of research material at the request of groups interested in getting the facts before taking action.

Affiliates are frequently represented in the pages of the *California Journal of Educational Research*. Many articles in it deal with research problems of concern to various special interest groups. Articles by members of affiliates are frequently printed there.

Not all problems can be settled by means of research that has already been done. The Research Department has probably rendered its greatest service to affiliates by conducting surveys and other research projects in cooperation with affiliates. The advantage has been mutual. The data has been gathered and made available to the interested group; but its use is not restricted to that group. Much research of general interest to the CTA has been made possible because affiliates have cooperated in securing the necessary information. The

California Advisory Council on Educational Research has been important in coordinating these research activities. Great credit must be given to the affiliates involved, particularly to such administrative groups as CASA, CASSA, and CESAA.

The most ambitious cooperative study is one on the staffing patterns of California schools, which is being done with the help of the Bureau of Education Research of the State Department of Education. Other research projects carried out on behalf of, and often with the help of, affiliates include studies on salaries of various special groups such as administrators, nurses, and adult education teachers, and studies on adult education financing, junior college student body funds, junior college load, assignment of high school teachers, and elementary school libraries.—GARFORD G. GORDON, *CTA Research Executive*.

ASSOCIATIONS AFFILIATED WITH CALIFORNIA TEACHERS ASSOCIATION

CALIFORNIA ASSN. FOR CHILDHOOD EDUCATION

Pres.: Mrs. Dorothy Orr, 2405 Monterey St., Bakersfield
Corr. Sec.: Miss Marcella Gilbertson, 2013 Flower St., Bakersfield

CALIFORNIA ASSN. FOR HEALTH, PHYS. ED. AND RECREATION

Pres.: John Nixon, School of Education, Stanford U., Palo Alto
Exec. Sec.: Edwin J. Staley, Room 206, 1705 Murchison Dr., Burlingame

CALIFORNIA ASSN. OF SCHOOL ADMINISTRATORS

Pres.: Hilton D. Bell, 815 S. Conyer St., Visalia
Exec. Sec.: Robert E. Cralle, 1705 Murchison Dr., Burlingame

CALIFORNIA ASSN. OF SECONDARY SCHOOL ADMINISTRATORS

Pres.: Grant W. Jensen, South High School, 1101 Planz Rd., Bakersfield
Exec. Sec.: William N. McGowan, Room 208, 1705 Murchison Dr., Burlingame; Phone OXford 7-5831

CALIFORNIA ASSN. FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Pres.: Sue Erwin, Bellflower Unified School District, Bellflower
Bus. Sec.: Diane K. Winokur, Room 207, 1705 Murchison Dr., Burlingame

CALIFORNIA BUSINESS EDUCATION ASSN.

Pres.: Dr. Fred Cook, School of Education, Stanford U., Stanford
Sec.: Miss Virginia Sprague, 1705 Murchison Dr., Burlingame

CALIFORNIA COUNCIL FOR ADULT EDUCATION

Pres.: Raymond Capps, 2100 Cleveland Ave., Montebello
Sec.-Treas.: Margaret Bemiller, 601 N. Garfield Ave., Alhambra

CALIF. ELEMENTARY SCHOOL ADMINISTRATORS ASSN.

Pres.: Donald M. Cleland, 1723-4th St., Santa Monica
Exec. Sec.: Dan T. Dawson, Room 205, 1705 Murchison Dr., Burlingame

CALIFORNIA HOME ECONOMICS ASSN.

Pres.: M. Catherine Welsh, 536 E. Jefferson Ave., Orange
Sec.: Mrs. Geraldine Gerken, 2231 W. 14th St., Santa Ana

CALIFORNIA INDUSTRIAL EDUCATORS ASSN.

Pres.: Clifford G. Dobson, Los Angeles State College, 5151 State College Dr., Los Angeles 32.
Sec.: Lee D. Bodkin, 123 Moore Hall, U. C., Los Angeles 24.

CALIFORNIA JUNIOR COLLEGE ASSN.

Pres.: Bill J. Priest, American River Jr. College, Sacramento
Exec. Sec.: Henry T. Tyler, 1705 Murchison Dr., Burlingame

CALIFORNIA RETIRED TEACHERS ASSN.

Pres.: Guy H. Jaggard, 2312 Dracena St., Bakersfield
Rec. Sec.: Edith M. Hitchcock, 4527 Blackthorne Ave., Long Beach

CALIFORNIA SCHOLARSHIP FEDERATION

Pres.: Veva L. Brown, Stockton College, 3301 Kensington Way, Stockton 4
Sec.: Saima R. Koski, C. K. McClatchy Sr. High School, 3066 Freeport Blvd., Sacramento 18

CALIFORNIA SCHOOL NURSES ORGANIZATION

Pres.: Mrs. Bessie D. Amiss, 313 Winthrop Drive, Alhambra
Corr. Sec.: Mrs. Helen Prevette, 3250 Riverside Blvd., Sacramento 18

SCHOOL LIBRARY ASSN. OF CALIFORNIA

Pres.: Mrs. Elsie D. Holland, Alameda County Schools, 1304 W. Winton Ave., Hayward
Sec.: Miss Dorothy Hamilton, San Carlos School District, 826 Chestnut, San Carlos

ASSOCIATES

CALIFORNIA AGRICULTURAL TEACHERS ASSN.

Pres.: Earl C. Livingston, Sonoma Valley Union High School, Sonoma
Sec.: Kenneth Holmes, Central Union High School, El Centro

CALIF. ASSN. OF ADULT EDUCATION ADMINISTRATORS

Pres.: Maurice G. Reetz, 4472 E. Tulare St., Fresno
Sec.-Treas.: Samuel G. Warren, 610 W. Philadelphia St., Whittier

CALIFORNIA ASSN. OF SUPV. OF CHILD WELFARE AND ATTENDANCE

Pres.: Jerome Keefer, Room 30, Courthouse, Sacramento
Sec.: Walter T. Caldwell, 1108 Bissell St., Richmond

Only three associations had completed staff move to the Burlingame address in July but four others have announced plans to use office space at an early date. In addition, the California School Employees Association, Richard C. Bartlett, executive secretary, not formally qualified as an associate, will have headquarters in the CTA building. Errors appearing in the directory above, due to late notification of officer changes, will be corrected in the November listing.

Maternity Leave

Q. Last March you stated that a permanent teacher on maternity leave may be employed as a day-to-day substitute, even in the same district. We have been informed by our county schools office that we may NOT hire a teacher on maternity leave as a substitute. Can you clarify this issue?

Ans. My answer regarding substitute employment of a teacher while on maternity leave does reflect frequent practice but should have been expanded to be technically accurate, since some county counsels have adopted highly technical interpretations of the legal provisions involved.

It is possible that employment of a teacher even for one day in a district from which she is on leave could be interpreted as interrupting her leave status and make it necessary for a board to return her to leave status after each such employment. In one large county, the counsel has advised governing boards that this can be avoided by specifying in the original resolution granting leave that "This leave from regular employment will not be affected by service as a day-to-day substitute rendered when the employee is able and willing to perform such service at the regular rate of pay for substitutes."

Some counties have ruled that substitute service at the regular rate paid by the district for substitutes does not constitute any interruption in the leave from regular employment on a regular contract. Certainly substitute employment in another district would not be questioned unless it violated terms specifically stated in the leave.

Assignment by Seniority

Q. Due to financial problems, a stringent cut-back in personnel and services is occurring. Among the positions being eliminated is an assistant



What I'd like to know is...

Professional questions answered by
HARRY A. FOSDICK
CTA Public Relations Executive

superintendency, now held by a former principal who has tenure in the district. We also have a principal completing his first year in the district. Can the assistant superintendent demand assignment to a principalship on the basis of his seniority?

Ans. The pertinent Education Code Section states that "... the services of no permanent employee may be terminated under provisions of this section while any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render."

As you can see, this deals only with "termination," not to assignment. If all teachers in fields which the assistant superintendent might be certificated and competent to teach were permanent and senior to the assistant superintendent, it might be that the probationary principal is the one whom he would have to displace. However, if suitable teaching positions are available under these circumstances, the board could leave the probationary principal in his position and assign the assistant superintendent to a teaching position if it chooses to do so.

Except in San Francisco, administrators have tenure only as teachers.

Therefore the board has full authority to reassign administrators as it sees fit as long as contract rights are not violated.

Retirement Return

Q. I taught in California for nine years and then withdrew my money from the retirement system while I was out of teaching for three years. When I returned to teaching, I was offered opportunity to return the money I had withdrawn. That was last September. Now they have refused to accept repayment in March. Has the system changed since September, 1958, and isn't there some way I can insist that the offer made then be recognized? Recently my retirement deductions also have been increased.

Ans. The offer you received included notice that it must be accepted and repayment begun within 90 days. Since you didn't do this, you now are classified as a new member and the rate of contributions is based on your present age instead of your age 13 years ago when you first entered the system. Thus your rates are considerably higher and you have forfeited your right to re-enter the system at the old rate through repayment of the money previously withdrawn.

There's nothing you can do to salvage the situation for yourself, but I hope your experience can serve to alert others who may be re-entering teaching this fall under similar circumstances to the fact that the offer of an opportunity to return funds previously withdrawn is limited.

High School Fraternities

Q. As a probationary teacher, I accepted an assignment as advisor to a Greek letter fraternity-type of club in a local secondary school. On the basis

of one year's experience with the group, I'm convinced that it is undemocratic, illegal, and injurious to the members and to the school as a whole. The administration not only condones the ridiculous activities of these clubs but pays advisors with district funds. Advisors of interest clubs are not paid. Is there any legal basis for the existence of secret groups operating on a closed membership, fraternity basis on a secondary school campus? Can the district board vote funds to pay advisors for such clubs? How can a probationary teacher avoid becoming involved in such activities without jeopardizing his position?

Ans. The Education Code is on your side of this problem. It declares that "It is unlawful for any pupil, enrolled in any elementary or secondary school of this State, to join or become a member of any secret fraternity, sorority, or club, wholly or partly formed from the membership of pupils attending the public schools." The boards are given responsibility for enforcing this rule by suspending or expelling a pupil who disobeys it. Junior colleges are secondary schools of the State, although the law was aimed primarily at high school fraternities and sororities.

I know that a few high schools and many junior colleges have permitted organizations with invitational membership and primarily social purposes within school regulation. Their constitutions were on file, and academic requirements for holding office were enforced. The advisor was responsible for the club's activities, which supposedly were cleared and approved in advance. Certainly such groups are undemocratic. If they have rituals or activities which are secret, they are illegal. If their initiation ceremonies include hazing, all participants are guilty of misdemeanors and are liable to fines of from \$50 to \$500.

Whether or not the groups on your campus are illegal is not entirely clear, but since you refer to them as "secret societies," it is probable that they are operating in an illegal manner. If so, the governing board obviously has an obligation to disband them rather than to subsidize them.

What can you do as a probationary teacher? You can request to be relieved of this assignment. You can request your professional relations committee to study the obligations and legal liabilities of teachers who are serving as advisors to these organizations which may in themselves be illegal. You can be sure that the board and administration accept full responsibility by keeping them thoroughly informed through written reports. Reports of planned activities can conclude with the statement that "Unless I hear from you to the contrary, I shall assume that this activity is approved by the district and that supervision of the activity is a part of my assigned duties."

If protection of your position is the major concern, and if your opinions are not shared by the administration and other faculty members, a personal crusade would not enhance your status. Logical objections shouldn't jeopardize your position, but if the clubs are district-sanctioned, it would be foolhardy not to recognize that open opposition could create an irritation which would cause questions about re-employment. Less direct methods at the outset should be sufficiently effective.

Slander

Q. What action may be taken against teachers guilty of slandering their fellow teachers? There is ample evidence to prove that defamatory words are used in a false and injurious way without justification, but the administration ignores the situation.

Ans. There is no difference in the action which may be taken against teachers guilty of slandering their colleagues than toward any other person guilty of similar action. If the administration fails to remedy the situation, the only punitive action would be through a slander suit. Except in rare instances, I would counsel against this process since such suits are difficult to win and are expensive to prosecute. It would be necessary to show actual damage to yourself resulting from the malice of others.

The other channel for some remedy might be through your local association professional relations committee. Since I'm not sure in which district you teach, I don't know whether or not you have a local committee, but I do know that your county division has a strong committee to study such problems as do most counties in the Central Section.



*"For purple mountains' majesty,
... A-bove the fruit and planes ..."*

NEWS from professional fronts

Border to Border



Dr. Roy Simpson, left, state superintendent of public instruction; Dean Melbo; and Dr. Bernard Watson, right, who presented plaque as president of CESAA.

A HALF CENTURY of distinguished service to California schools by the School of Education of the University of Southern California was applauded at a San Diego banquet when Dean Irving R. Melbo received a plaque presented by California Elementary School Administrators Association. More than 15,000 teachers have received degrees from the SC school since it was organized in 1909.

ROBERT J. PURDY, 44, youngest man ever to hold the office, became associate superintendent of Los Angeles city elementary schools, succeeding Mrs. Frances Grinnell, who died in June.

DR. JULIO L. BORTOLAZZO, president of College of San Mateo, spent a month in Liberia during the summer as a consultant in vocational-technical education. His study centered on the Booker Washington Institute at Kakata, Liberia.

ARCHITECTURAL winners in a nationwide school-house design competition included Mario J. Ciampi and Allyn C. Martin for Vista Mar elementary and Westmoor high in Daly City; Kistner, Wright & Wright for Cerritos College in Norwalk.

PEARL WANAMAKER, former NEA president and superintendent of public instruction for the state of Washington, was awarded \$145,000 damages in her suit against Fulton Lewis Jr., NBC radio commentator, for his slanderous criticism of her role in the 1955 White House Conference on Education.

SEYMOUR MEMORIAL AWARD committee of the California Scholarship Federation selected four boys and four girls as CSF Sealbearers. Based on written appraisals and personal interviews, the eight chosen for outstanding intellectual ability and accomplishment were:

Robert Otto Rohwer, Sacramento senior high, Sacramento; Deanna Denman, Marin Catholic high, San Rafael; Bruce R. Clark, Madera high, Madera; Karen M. West, Berkeley high, Berkeley; Frederic Oder, Mira Costa high, Manhattan Beach; Migumi Fukushima, Marshall high, Los Angeles; Harvey Blau, Azusa high, Azusa; Linda Page, Pacifica high, San Bernardino.

OUR NURSERY SCHOOL is the title of a color and sound film produced by the Petaluma City School District. It is part of an adult education program and portrays the physical layout, organization, and educational values of a parent-participation nursery school. This film is available on loan to responsible organizations by writing to the Superintendent of Schools, Petaluma, California.



"EQUALITY of educational opportunity demands that every right, privilege, and opportunity be equally available to and generously shared by all the children in America," is the philosophy of Miss Ruth Morgan, standing, educational consultant in Salinas elementary schools. Shown seated above are five girls at Santa Lucia school, recent arrivals in the U.S. and non-English speakers, who are learning English in a special direct method, rather than through translation. Vocabulary is built through first-hand experiences.

Turn to page 30

NOW—A COMPLETE SELECTION OF ALL SPIRIT WORKBOOKS

GEL-STEN SPIRIT WORKBOOKS

	Grade	Price
Giant Alphabet Book.....	(K-1-2)	\$3.25
Kindergarten Fun.....	(K-1)	3.25
Art Decorations.....	(K & Prim.)	3.25
More Art Decorations.....	(K-3)	3.25
Pre-Primer, □ Part 1, □ Part 2.....	(K-1)	3.25
Reading Readiness.....	(Pre-Primer)	3.25
I Can Do It, □ Part 1, □ Part 2.....	(Pre-Prim.)	3.25
Beginning Phonics, □ Book 1, Book 2.....	(1-2)	3.25
Phonics—Sounds in Words, Book 1.....	(1)	3.25
Book 2 (1), □ Book 3 (1).....	ea.	3.25
Book 4 (2), □ Book 5 (2).....	ea.	3.25
Book 6 (2), □ Book 7 (3).....	ea.	3.25
Book 8 (3), □ Book 9 (3).....	ea.	3.25
Book 10 (4), □ Book 11 (4).....	ea.	3.25
Book 12 (4), □ Book 13 (5).....	ea.	3.25
Book 14 (5), □ Book 15 (5).....	ea.	3.25
Reading Seatwork, □ A, □ B, □ C.....	(1)	3.25
Reading Seatwork Exercises.....	(1-2)	3.25
Reading Exercises (Read and Do).....	(2-3)	3.25
My First Reading Unit, □ Part 1.....	(1)	3.25
Part 2.....	(1)	3.25
Fun With Numbers, □ Book 1.....	(1-2)	3.25
Book 2.....	(1-2)	3.25
Arithmetic, □ Part 1, □ Part 2.....	(2)	3.25
Part 3.....	(2)	3.25
Romantic Mission Lands, Part 1.....	(3-5)	3.25
Romantic Mission Lands, Part 2.....	(3-5)	3.25
Happy Days (Health Book).....	(1-2)	3.25
The Farm.....	(1-3)	3.25
Familiar Birds.....	(All)	3.25
Bordering The School Year.....	(All)	3.25
Seasons and Holidays.....	(All)	3.25
Outline Maps.....	(All)	3.25
Music Masters (10 Staff).....	(All)	3.25
Life In Our Community, Book 1.....	(2)	3.25
Life In Our Community, Book 2.....	(2-3)	3.25
Unit On The U. S., □ Book 1, □ Book 2.....	(5)	3.25
Unit On Mexico.....	(4-5)	3.25

MERRILL SPIRIT WORKBOOKS

Reading Books.....	(Pre-Primer)	\$3.25
Grade 1, □ Grade 2, □ Grade 3.....	ea.	3.25
Grade 4, □ Grade 5, □ Grade 6.....	ea.	3.25
English Books, □ Grade 2, □ Grade 3.....	ea.	3.25
Grade 4, □ Grade 5, □ Grade 6.....	ea.	3.25
Arithmetic Books, □ Grade 1.....	ea.	3.25
Grade 2, □ Grade 3, □ Grade 4.....	ea.	3.25
Grade 5, □ Grade 6.....	ea.	3.25
Phonics Books, □ Grade 1.....	ea.	3.25
Grade 2A, □ Grade 2B, □ Grade 3A.....	ea.	3.25
Grade 3B, □ Grade 4A, □ Grade 4B.....	ea.	3.25
Grade 5.....	ea.	3.25
Library Skills.....	(4-6)	3.25
Reading—Nip, the Bear.....	(1)	3.25
Reading—Red Deer, the Indian Boy.....	(2)	3.25
Reading—Scottie and His Friends.....	(3)	3.25
Reading—Adventure Trails.....	(4)	3.25
Reading—Exploring Today.....	(5)	3.25

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September to June.....	(All)	3.25
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Arithmetic Comes To Life, Book A.....	(1)	3.25
Book B (1), □ Book C (2).....	ea.	3.25
Book D (2), □ Book E (2).....	ea.	3.25
Book F (2).....	ea.	3.25
Teachers Manual, □ Grade 1.....	ea.	3.30
Grade 2.....	ea.	3.30
Self-Help in Reading, Book 1.....	(Pre-Primer)	3.25
Book 2.....	(Pre-Primer)	3.25
Book 3.....	(Primer)	3.25
Let's Learn To Read.....	(1)	3.25
Everyday Arithmetic Made Easy:		
Book 1, □ Book 2, Mental Ages 4 to 6 Yrs.....	3.25	
Book 3, □ Book 4, Mental Ages 6 to 8 Yrs.....	3.25	

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Book 2 (K).....	ea.	3.25
Learning Words, Book 1.....	(Primer)	3.25
Book 2 (1), □ Book 3 (1-2).....	ea.	3.25
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Getting Ready for Reading.....	(Pre-Primer)	3.25
A Book of Little Books.....	(Pre-Primer)	3.25
A Word Book.....	(1)	3.25
Holiday Hours.....	(2-3)	3.25
Trains, Boats and Airplanes.....	(Primary)	3.25
Indians, Long Ago and Now.....	(2-3)	3.25
Friends of Field, Stream and Forest.....	(2-4)	3.25
Animal Stories.....	(2-3)	3.25
Birds.....	(2-4)	3.25
Lessons in Health and Safety.....	(Primary)	3.25
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Phonics—Learning Single Consonants.....	3.25	
Learning Language, Part 1.....	(2)	3.25
Part 2 (2), □ Part 1 (3), □ Part 2 (3).....	ea.	3.25
Part 1 (4), □ Part 2 (4), □ Part 1 (5).....	ea.	3.25
Part 2 (5), □ Part 1 (6), □ Part 2 (6).....	ea.	3.25
Part 1 (7), □ Part 2 (7), □ Part 1 (8).....	ea.	3.25
Part 2 (8).....	3.25	
Playing with Numbers.....	(1)	3.25
Self-Teaching Arithmetic, Part 1.....	(2)	3.25
Part 2 (2), □ Part 3 (2).....	ea.	3.25
Self-Teaching Arithmetic, Part 1.....	(3)	3.25
Part 2 (3), □ Part 3 (3).....	ea.	3.25
Self-Teaching Arithmetic, Part 1.....	(4)	3.25
Part 2 (4), □ Part 3 (4).....	ea.	3.25
Self-Teaching Arithmetic, Part 1.....	(5)	3.25

Part 2 (5), □ Part 3 (5).....	ea.	3.25
Self-Teaching Arithmetic, Part 1.....	(6)	3.25
Part 2 (6), □ Part 3 (6).....	ea.	3.25
Self-Teaching Arithmetic, Part 1.....	(7)	3.25
Part 2 (7), □ Part 3 (7).....	ea.	3.25
Self-Teaching Arithmetic, Part 1.....	(8)	3.25
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Seatwork for Beginners.....	3.00	
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Working with Numbers.....	(2)	3.00
I Can Work with Numbers.....	(2-3)	3.00
I Can Do Arithmetic.....	(3)	3.00
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MERITORIOUS service in the work of Los Angeles County Heart Association was noted in May when George C. Griffith, M.D., left, USC professor of medicine and president of the Association, presented awards to high school Kiwanis Key Club members: Mike Donlan, Dorsey; Eugene B. Benjamin, NAACP youth advisor; Sam Hammerman, principal, Jefferson high.



FIRST CAMPUS RESIDENCE hall to be built at a private art college west of the Mississippi is nearing completion at the California College of Arts and Crafts, Oakland. The \$290,000 dormitory will be completed for occupancy by fall and will house 78 students.

DR. HENRY VAN ENGEN, professor of education and mathematics at the University of Wisconsin, called the U.S. elementary arithmetic school program a "mess" during a three day arithmetic conference at the Eastern Montana College of Education at Billings. He stated that the approach to teaching arithmetic must be changed; schools must teach arithmetic as a whole, not as separate parts.

JAMES W. REYNOLDS, professor of higher education at the University of Texas, Austin, was elected president of the Association for Higher Education (AHE) in a May nationwide poll of its 17,000 members.

State Association

MORE THAN 400 presidents of chartered teacher associations in California attended the fifth annual seminar held at Asilomar, Pacific Grove, August 23 to 26. In the eight sessions held between Sunday evening and Wednesday noon, chapter leaders from Calexico to Eureka learned details of organizational structure and function and gained guidance and insight into the state CTA program. Sponsored and partially financed by CTA Field Service, the annual conference has proven to be one of the most profitable leadership activities of the state association.



JOHN SWETT AWARDS for outstanding service in reporting and interpreting the needs of the public schools of California will be presented by CTA to representatives of newspapers and radio and television

stations at the December meeting of the State Council of Education. Nominations for award may be made by CTA chapters, through Section offices, until October 15. Plaques will be presented to winners at a luncheon. Citations, conceived by the CTA Public Relations Advisory Panel, honor the name of CTA's founder.



TELEVISION DIRECTOR William Malley of Pacific Productions gets ready to film a Bay Area high school class in trigonometry as part of the series being currently produced by CTA under direction of Mabel Perryman of CTA public relations staff. Of the 11 TV spots completed on classroom teaching, four are new and will be shown on California television stations this fall. The brief spots have been telecast an estimated 2000 times in the last eight months.

Dr. Corey reports on

CTA-BLUE CROSS

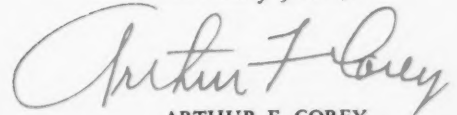
Dear CTA Member:

This is a Progress Report to you on the CTA-Blue Cross Health Plan we have had for the past eight years. During this time CTA members and their families have received benefits that total more than \$18,000,000.00.

At the present time, nearly half of the teachers in California are members of CTA-Blue Cross. This large membership, plus the unique benefits of Blue Cross, results in an unusually fine program for us—one that *no single CTA Chapter or Unit is likely to match in benefits or price through any insurance company.*

If the CTA-Blue Cross program is not yet available in your Chapter, may I urge you to have your Insurance Committee Chairman contact CTA State Headquarters for full information.

Cordially yours,



ARTHUR F. COREY
State Executive Secretary

P.S. If you are an Insurance Committee Chairman, may I remind you that your CTA State Headquarters or Section Chairman is available for counsel and guidance—at your invitation—when your Chapter considers health insurance.

A.F.C.

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Hospital costs are up 40% over 7 years ago. Could you afford to pay a bill as high as \$600, \$800, even \$1,000? Such bills are not uncommon.

Here are the unique advantages CTA-BLUE CROSS offers you

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- ... **In a three-bed room**, CTA-Blue Cross completely covers all charges for your room and meals.
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- ... **Hospital benefits renew** no matter how many claims you have. With your CTA-Blue Cross Plan, you *never reach a dollar limit* for hospital care.

As a valuable buffer against medical-surgical bills

CTA-Blue Cross provides allowances for doctor care not only in the hospital but in your home, or in the doctor's office.

Information on medical-surgical allowances is given you when you become a CTA-Blue Cross member—a big help in discussing costs with your doctor. With the financial details settled *before treatment begins*, you are free to concentrate on getting well.

Plus these added Blue Cross advantages

- ... **No more red tape** when you enter the hospital. CTA-Blue Cross does all the paperwork for you. All you need is your Blue Cross card; your bill will be sent direct to Blue Cross. You are billed by the hospital only for any service not covered by the Plan.
- ... **If you should move** to another state, your membership can be transferred with you.
- ... **When you retire**, you can continue with a Blue Cross program.
- ... **Your Blue Cross card** is recognized by hospitals when you are traveling or on vacation. Outside the United States, your protection goes with you. If you pay the bill yourself, Blue Cross reimburses you for the services covered.

Anywhere in the United States and Canada local Blue Cross plans serving the area pay the hospital just as if you were one of their members.

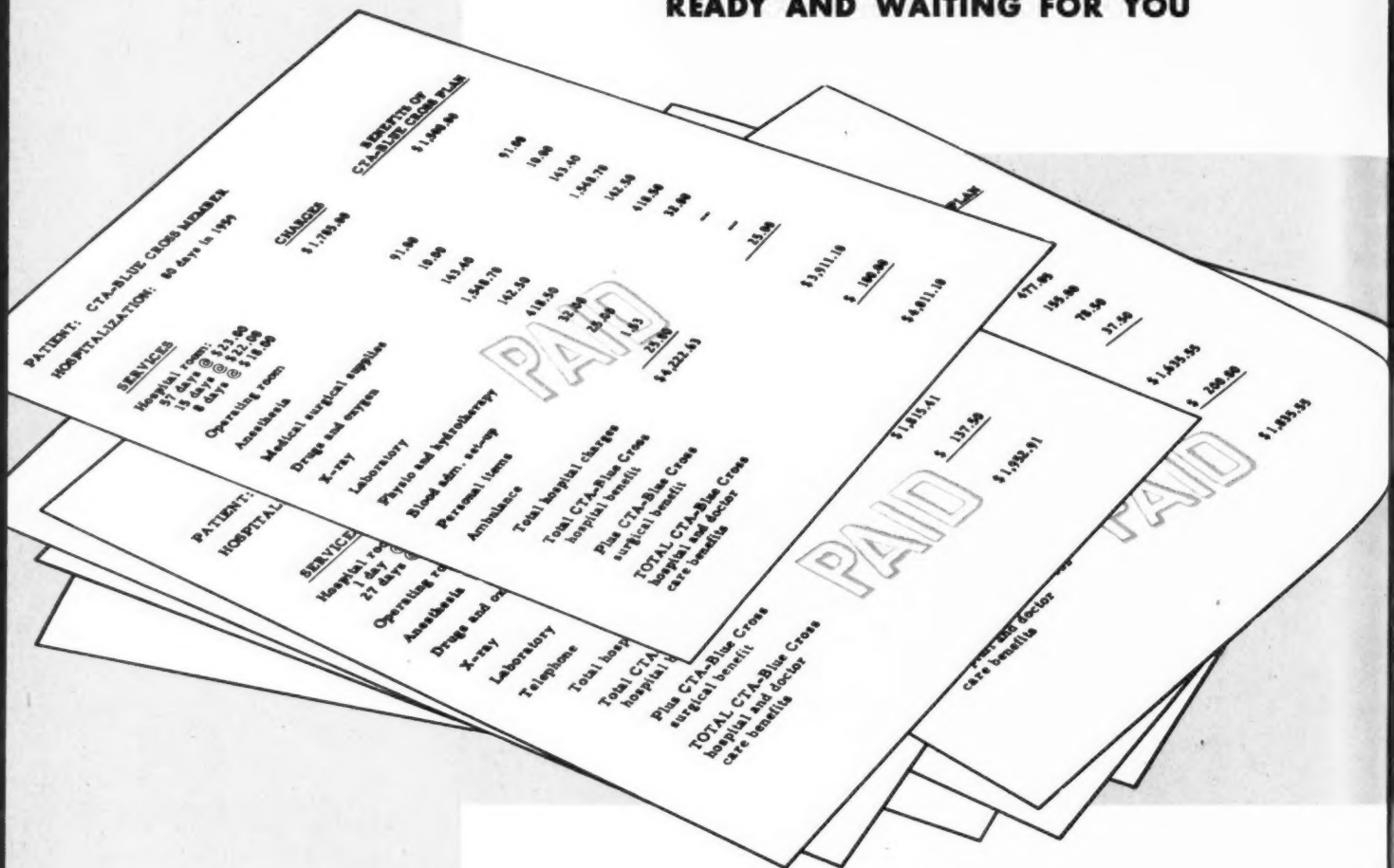
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SAN JOSE 13 . . . First National Bank Bldg., CYpress 4-5373
FRESNO 21 . . . Crocker-Anglo Bank Bldg., AMherst 8-7881

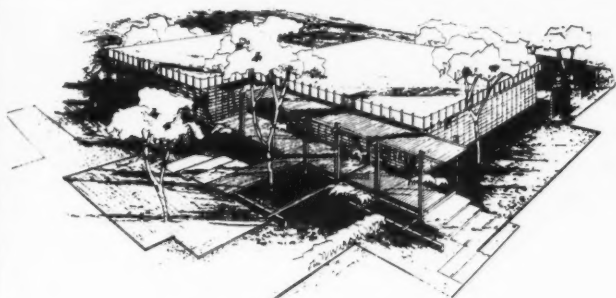
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BAKERSFIELD . . . 2819 H Street, FAirview 5-7497
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SAN DIEGO . . . 1570 Sixth Avenue, BElmont 3-8977
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CTA Sections



SOUTH SEAS STUDY CRUISE group aboard Matson's S.S. *Mariposa* enjoys comment of Dr. Joseph E. Weckler, USC professor of anthropology, center, one of seven instructors on the 42-day tour sponsored by CTA Southern Section. The 190 members of the study group, led by Dr. Lionel DeSilva, Section executive secretary, were greeted hospitably at Tahiti, Auckland, Sidney, and other points enroute. So successful was the "university afloat" project that Associate Secretary Chester E. Gilpin has announced tentative plans for a repeat in 1961, as well as 1960 plans for a summer session in the Orient and a sabbatical around-the-world tour to be led by Dr. Stephen Reichert, Pasadena City College instructor and CTA public relations consultant.



NORTHERN SECTION CTA dedicated its new headquarters building at 4144 Winding Way, Sacramento, May 9. Architect sketch above shows modern lines of structure, surrounded by ample parking space. Speakers at outdoor ceremony included President Richard A. Hoffman, Past-President (1938-39) James N. Gardner, Executive Secretary F. McElwain Howard, and CTA Executive Secretary Arthur F. Corey. Of the 43 presidents who have served the Section since 1897, nine are living, six were present at the dedication.

RAYMOND C. McDONNELL became executive secretary of CTA North Coast Section August 1, succeeding Stewart M. Herriott, who has served part-time for the past three years and who will now return to full-time

teaching at Jacobs junior high, Eureka. McDonnell, who received his AB degree and is now working on his master's at Chico State College, has been teacher, vice principal, and principal at Brentwood since 1953. He served in the Marine Corps three years, is married and has one daughter.

NORMAN HASS, for 17 years a classroom teacher in Los Angeles high schools, is the new president of CTA Southern Section. Margaret Lemmer, Lemon Grove teacher and former San Diego county association president, is vice president. Charles T. Kranz, superintendent of Mt. View elementary district in El Monte, was re-elected treasurer for the fourth time. George W. Streby, Ventura math teacher, was named to the CTA-SS board of directors and was succeeded as president of the Section Classroom Teachers department by Mrs. Della Gregory of Long Beach. Elections were held in May and installation June 1.

Local Chapters

NEWEST CTA CHARTERED associations are: No. 45, Southern Alameda County Teachers Association; No. 614, Foothill College Faculty Association, Mountain View, Santa Clara county; No. 615, Mill Union District Teachers Club, Ventura, Ventura county; No. 616, El Dorado Union High School Faculty Association, El Dorado county; No. 617, Palo Verde-Tipton Teachers Association, Tipton, Tulare county; No. 618, Los Angeles State College Professional Education Association, Los Angeles county; No. 619, Pleasant Valley School District Education Association, Camarillo, Ventura county; No. 620, Ventura Union High School District Teachers' Association, Ventura county; No. 621, Calaveras Unified Teachers' Association, Calaveras county; No. 622, Fullerton Junior College Faculty Club, Orange County; No. 623, Tennyson High School Teachers' Association, Hayward, Alameda county; No. 624, Cal Poly Chapter of CTA, San Luis Obispo county.

SEVEN CITIZENS were honored at annual banquet of Affiliated Teacher Organizations of Los Angeles and were presented awards for service to youth. Included were Miss Mary Foy, first woman librarian of the city; Roy Rogers and his wife Dale Evans; Donald Douglas Jr., aircraft executive; Superior Court Judge William B. Neeley; Mrs. Spencer Tracy; and Miss Ettie Lee, founder of a social service agency.

NORMAN G. ARNT, president-elect of California Scholarship Federation and chemistry instructor at Leuzinger high school, Lawndale, obtained his Ed.D. degree at USC in June. Dr. Arnt will be installed as president of CSF at the October meeting of advisors in Fresno.

Turn to page 45 for more news

Today a little girl—tomorrow a young lady



...now is the time to show her
“The Story of Menstruation” *by Walt Disney Productions*

How bright the future looks through sparkling young eyes. So much to learn—so eager to know the wonders of growing up. This year, over 100,000 girls will menstruate before their 11th birthday. By showing them this delightfully animated film,

you can help your youngsters develop wholesome, confident attitudes toward this natural, normal function...give them the emotional security they need to grow up gracefully. Why not schedule a mother-daughter showing today?

NEA IN ST. LOUIS

(Continued from page 19)

The NEA Budget Committee presented a \$7 million budget. This amount assumes a membership gain of at least 35,000 in 1959-60. In addition to providing for improvement of usual NEA services, the budget provides for a new look at the American program of education, extension of public relations efforts through radio and TV, re-examination of standards for teacher education and certification, a program to strengthen local associations and an increase of NEA publications.

The Board of Trustees reported assets of more than \$7½ million, largely in land and buildings. It recommended that \$900,000 be transferred from surplus general funds to permit early construction of a building unit to provide for records, mailing services and parking space.

Dr. William G. Carr, executive secretary of NEA, in his report listed six major NEA achievements for the year:

1. Completion, occupancy and dedication of the new \$8,250,000 NEA center in Washington, D.C.
2. Association membership recovery after the decline in 1958. A gain of 50,000 made during the last year.
3. Special projects, including working conditions, juvenile delinquency, and school finance.
4. Expanded efforts to define and present the needs of the schools through the NEA Information Center in New York City and through the work of Press and Radio Divisions.
5. Efforts to improve the quality of the service rendered by the teaching profession through *NEA Journal* articles, 60 major national and regional conferences, NEA activity in the field, by NEA studies, and the NEA Talented Pupil Project.
6. Enactment of the National Defense Education Act and other federal legislation.

Premiered at the convention were several new films: *Right Angle*, the NEA-State Association-produced

public relations film; plus three new Press and Radio Relations films, *How Good Are Our Schools?* based on Dr. Conant's report; *The Golden Key*, featuring Lee DuBridge, president of California Institute of Technology; and *It's Up to Congress*, with highlights of testimony on the Murray-Metcalf bill before the Senate.

According to the NEA business office, a total of 130 firms exhibited in the convention hall. Heavy accent on the science age was evident in such exhibits as science kits, electric microprojectors, and laboratory microscopes.

A recent innovation within the framework of NEA's expanded services, the Salary Consultant Service, provided a center which proved to be one of the major points of interest from the first day of the convention. Comparison of state and local salary schedules with national trends, how to develop support for a professional salary schedule, and how to face specific salary problems were some of the topics presented.

An official welcome to attend the 1960 NEA Convention in Los Angeles was issued by Miss Jennie Sessions, Inglewood, California. Convention cities chosen for coming years are: Los Angeles 1960; Atlantic City 1961; Denver 1962; Detroit 1963; and Seattle 1964. Theme of the Los Angeles convention will be "A United Profession Enhances Quality Education."

Officers elected were: President, W. W. Eshelman, supervising principal, Upper Dublin School, Fort Washington, Pa.; vice president and president-elect, Miss Clarice Kline, head of Social-Studies Department, Waukesha high school, Waukesha, Wisc.; treasurer, Lyman V. Ginger of Lexington, Kentucky; executive committee, Margaret Schowengerdt of Webster Grove, Missouri, and John C. Evans, Jr. of Ogden, Utah.

Californians serving on convention committees were:

Elections, Fred Clark, Stockton, Chairman.

Credentials, Mrs. Melva Moore, Eureka.

Budget, John Palmer, Marysville, Chairman.



It's so easy to tell
younger girls
about menstruation
with this complete
educational program

"The Story of Menstruation"

by Walt Disney Productions

Charming, 10-min., 16 mm. sound and color film explaining scientific facts in terms girls understand.

"You're a Young Lady Now"

For girls 9-12, this easy-to-read booklet prepares the pre-teen for menstruation in a friendly way.

Teaching Guide

A flexible lesson guide to help you answer questions.

Physiology Chart

For classroom lectures, this large color chart illustrates each phase of the menstrual cycle.

"At What Age Should a Girl Be Told About Menstruation?"

A revealing report on an actual grade school program.

The entire program above FREE from Kimberly-Clark Corporation, the makers of Kotex napkins.

Rest room dispensing machines for Kotex napkins installed free in your school. Check coupon to get full information.

KOTEX is a trademark of the KIMBERLY-CLARK CORP.

Kimberly-Clark Corporation Educational Dept. ST-99 Neenah, Wisconsin	
Please send me free (except for return postage) your 16 mm. sound film, "The Story of Menstruation."	
Day wanted (allow 4 weeks)	_____
2nd choice (allow 5 weeks)	_____
3rd choice (allow 6 weeks)	_____
Also send the following:	
_____ copies of "You're A Young Lady Now" (for girls 9-12)	_____
_____ copies of "Very Personally Yours" (for girls 12 and older)	_____
<input type="checkbox"/> Physiology Chart	<input type="checkbox"/> Teaching Guide
<input type="checkbox"/> "At What Age Should a Girl Be Told About Menstruation?"	
In addition, please send full information on rest room dispensing machines for Kotex napkins. <input type="checkbox"/>	
Name _____	(Please Print)
School _____	
Street _____	
City _____	Zone _____ State _____

Bylaws and rules, Robert Gillingham, Compton.

Resolutions, Ben Kellner, Bakersfield, Chairman; Fred Clark, Stockton, member; Dorothy Lippold, San Diego, alternate.

Chairing the California delegation meetings were the three NEA Directors from California: Hazel Blanchard, Fresno; Jennie Sessions, Inglewood; and John Palmer, Marysville.

A very active committee throughout the convention was the Elizabeth Yank Campaign Committee. Serving on this committee were: Chairman, Fern DeSoto, Chico; Mary Rhodes, San Luis Obispo; McElwain Howard, Sacramento; Mary Catherine Smith, San Diego; Robert Neal, Coalinga; Freda Walker, Hamilton City; Irene Scott, Santa Rosa. Miss Yank was unsuccessful in her bid for the office of NEA treasurer.

Active, too, with convention and campaign activities were the members of the NEA Relations Commission: Fred Clark, Bay Section; Agnes

Strom, Central Section; Dave Hibbard, Central Coast Section; Fern De Soto, Northern Section; Melva Moore, North Coast Section; Dorothy Lippold, Southern Section; Elizabeth Yank, ex-officio; Kenneth R. Brown, staff consultant.

LEGISLATIVE GAINS FOR TEACHERS

(Continued from page 12)

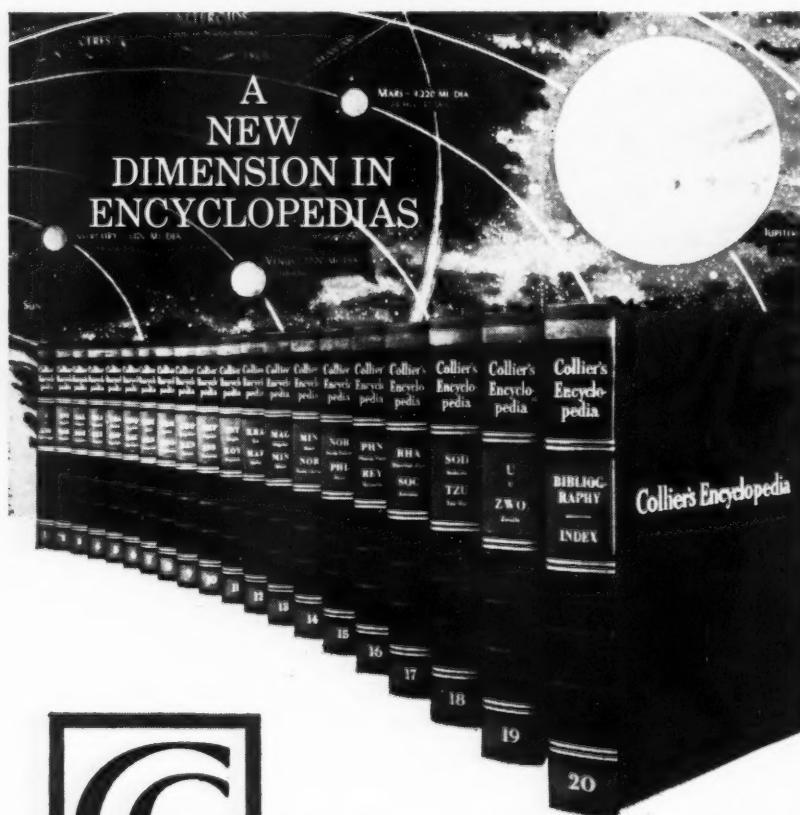
ture of about \$4 million a year to the State.

In the Senate the Dilworth version carried the signature of 36 Senators; the Porter bill in the Assembly was co-authored by 74 members of that 80-member body. Thus, the legislation had the unprecedented co-authorship of 110 out of the 120 members of the Legislature. When the measure came to a vote on the Assembly floor all 71 members present voted for it; there were no "No" votes. In the Senate an unusual record was

set; all 40 members were present and all 40 voted for it. This unanimity reflected the broad understanding and support by members of the Legislature which had been developed through close contact at the home front with members of both houses. It was something of a classic in legislative matters.

Benefits, which will range from \$90 to \$250 per month, and which are described on pages 8 and 9 of this issue of the *Journal*, will be paid for from a \$21 million reserve in the Teachers' Permanent Fund. This is enough to carry the program without cost to the General Fund for about 15 years. After that the cost will be assumed by the General Fund.

Passage of AB 218, authored by Assemblyman John L. E. Collier of Los Angeles, marks a milestone in school finance. The measure brings to realization a goal towards which CTA and others have been working for the past twelve years, the equitable distribution of State aid to



NEW 1959 COLLIER'S ENCYCLOPEDIA

The new 1959 Collier's Encyclopedia offers a New Dimension in planned, progressive expansion based on the reference needs and interests of modern readers.

This new edition combines 427 completely new authoritative articles with over 900 new illustrations to provide the most timely information you can possibly get in an encyclopedia.

A total of 1,719 articles have been added or revised. Such timely subjects as *Space Satellites*, *Space Travel*, *Guided Missiles* and *Rockets* again have been completely up dated and expanded. With over 4,000 pages devoted to outstanding coverage of general science, chemistry, physics, biology, mathematics and allied subjects. Collier's Encyclopedia can augment every school program in accordance with the provisions of Title III of the National Defense Education Act of 1958.

No wonder Collier's Encyclopedia is recommended by every Educational and Library Agency that evaluates encyclopedias.

For free curriculum aid booklets, write to your state representative:

HARRY E. MOORE, Educational Rep., P.O. Box 1428, Los Angeles 53, Calif.

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schools despite variations in assess-
ment practices.

The Collier bill is simplicity itself. It provides for use of a corrected valuation in each county in determining eligibility for equalization aid and for repayment of construction loans from the State. The adjusted valuations will be based upon staff studies made for the State Board of Equalization and will involve comparisons of assessed and market values in each of the counties. The Secretary of the Board will certify the amount by which valuations in each of the counties must be adjusted to conform to the statewide ratio of assessed and market values. Money which in the past has been given to some school districts in under-assessed counties will be withheld and redistributed to schools in properly assessed areas. To compensate for the loss in State revenues an automatic increase will be made in the local district tax rate to produce an equivalent amount of money.

Another related bill designed to

achieve true inter-county equaliza-
tion of assessments was enacted. It was a measure authored by Assem-
blyman Glenn Coolidge of Santa
Cruz, providing for repeal of the con-
troversial Chapter 1466 and estab-
lishing continuing studies by the
State Board of Equalization to bring
about uniformity in assessments be-
tween the counties. CTA strongly
supported the measure.

The minimum salary bill was made possible by the increased State sup-
port given by AB 1000. In setting the
figure at \$4,500 the author, Assem-
blyman Geddes, and CTA first made
sure that the higher salaries could be
financed starting next July 1 by all
districts. The decision to increase the
minimum from the \$4,200 contained
in the original form of the bill to
\$4,500 was unanimously approved by
both houses and enthusiastically
signed by Governor Brown.

The 1959 session brought an en-
couraging legislative recognition of
the need for extension of tenure to
smaller school districts. An interim

committee which studied the matter
recommended and the Assembly
unanimously passed a bill to extend
tenure to districts with 250 or more
a.d.a. After the Senate Education
Committee by a one vote margin re-
fused to approve the change a free
conference committee of the two
houses proposed that districts of 650
or more a.d.a. be brought into tenure.
The Assembly approved the report,
but the Senate in the hectic closing
hours of the session tabled it on a
voice vote.

Among the more than 300 educa-
tional measures which survived the
legislative process were ones which:

—make \$5 million in Federal funds
available from the National Defense
Education Act by appropriating
\$300,000 in supplementary State
funds.

—deprive schools of State funds if
hazing is permitted.

—make it clear that a district is not
required to pay a portion of the reg-

DIA

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You will be enthusiastic when you examine

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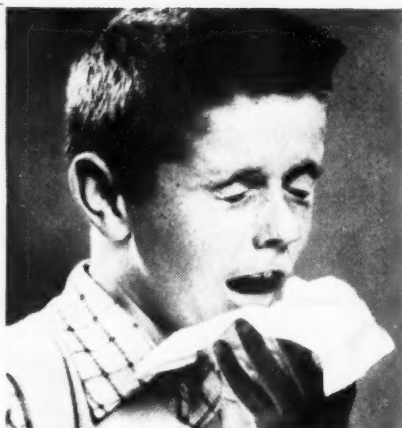
PRIMARY PROGRAM OF GROWTH IN ARITHMETIC SERIES

by **John R. Clark, Charlotte W. Junge, Caroline H. Clark**

because:

- These two books are a joy to handle, to see, to read, to use in teaching.
- The basic number concepts are presented in a *systematic* program.
- Brilliant fresh teaching techniques encourage pupils to *use what they know* in mastering new steps.
- The program meets the needs of slow learners and provides *optional* topics and enrichment for the able.
- *Preparatory* material (Let's Count) includes a pupil's book with Teacher's Edition and a Big Book for group use.
- The Teacher's Edition for each grade gives an over-all view of the program; lesson plans comprise *purpose, readiness, procedure, and supplementary exercises*; included are lists of teaching aids, games, recommended readings, etc.

ber 1959



It's easy to fight colds with this complete program

"How to Catch a Cold"

by Walt Disney Productions

16 mm. sound and color animated film gives students an enjoyable 10 minute lesson in cold prevention. Prints available FREE on short-term loan for first showings and repeat performances.

2 added attractions

Health Pledge

Students in primary grades, 2, 3 and 4, like to sign and keep their own health pledge, "I Promise Common Sense". Pledge lists lessons taught in the film and makes cold prevention an interesting individual assignment.

Poster Highlights

Brighten classroom bulletin boards with these six full-color posters, 14" x 20", showing scenes from the film.

Entire cold prevention program available FREE from Kimberly-Clark Corporation, makers of Kleenex tissues.

KLEENEX is a trademark of the KIMBERLY-CLARK CORP.

Association Films, Inc., Dept. ST-99-C
347 Madison Avenue
New York 17, New York

Please send me free, except for return postage, the 16 mm. sound and color film, "How To Catch a Cold."

Day wanted (allow 4 weeks) _____

2nd choice (allow 5 weeks) _____

3rd choice (allow 6 weeks) _____

In addition please send:

_____ copies of health pledge, "I Promise Common Sense" (for grades 2, 3 and 4).

_____ set of posters (large schools may require more than one set).

Name _____ Grade _____
(Please Print)

School _____

Street _____

City _____ Zone _____ State _____

ular salary to a teacher on maternity leave.

—repeal the as yet non-operating provision that cumulative records shall be available to parental inspection and provide instead that they "may be available to the pupil's parents for inspection during consultation with a certificated employee of the district."

—reorganize and revise the Education Code.

—permit pupils engaged in team

sports to be excused from physical education.

—increase the maximum tax allowed for recreation and civic center use from five to ten cents in a unified district.

The Legislature ordered a halt to the feuding between the University of California and the State Colleges over the future of higher education and directed that a master plan be prepared and ready for action next February. ★★

HISTORY

High Professional Ideals Evolve

Principles of CTA's organizational strength were established at beginning almost 100 years ago.

NINETY-SIX years ago—May 4, 1863—a group of teachers—about enough to fill a study hall—made educational history for California.

Under the leadership of State Superintendent of Public Instruction John Swett, they mapped a program of legislation to provide a state school tax. They recommended a state series of text books. And they organized a state educational and professional society, establishing an educational journal as its first official act.

The organization of the California Educational Society seemed "out of harmony with the spirit of the times," as Swett said in his opening address to the delegates of the third state

institute. But the 85 men and 32 women who signed the membership roll knew that peace and stability could come to California only if public education survived and prospered.

Although the war between the states had left deep scars on the country after three tragic years of bloodshed, the turning point at Gettysburg was yet two months away. The state's population had multiplied many times over since admission to the Union and there were increasing signs of the political unrest which led to the constitutional convention. Early that year the Central Pacific started building eastward over the Sierra, setting the stage for more im-

ANNOUNCING...

A NEW UNIT in the ROCHESTER OCCUPATIONAL READING SERIES

A new, interesting unit of three readers and workbooks combined—Truck Farming—is in preparation for December publication. The Rochester Occupational Reading Series has proved to be the ideal aid for reluctant and retarded readers. Practical problems students face in different occupations are considered. Each series is on 3 levels of difficulty.

- Bakeries
- Gas Stations
- Restaurants and Cafeterias
- Supermarkets
- and soon Truck Farming, our fifth unit.

SEND FOR SAMPLE PAGES

EDUCATIONAL ADVANCES—

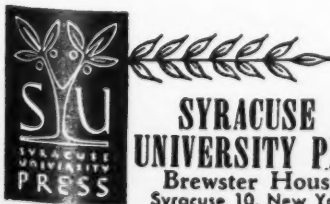
Our Educational Dilemma By Louis Di Carlo

"The three requisites that all education should impart above all else, are: first, a philosophy; second, an attitude; and third, a method of approaching, attacking, and solving problems."

From this background, Dr. Di Carlo, the 1959 J. Richard Street lecturer at Syracuse University, discusses the shortcomings and dilemmas prevalent in education today. He gives his recommendations for solutions and a helpful bibliography for further reading. Bound \$2.00. Paper \$1.00.

**Frontiers of Elementary
Education VI \$1.75**

**Frontiers of Secondary
Education IV \$2.25**



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migration and speculation. It was indeed a time for action.

The five acts of the Society at its first meeting signalled the basic professional program which its offspring, the California Teachers Association, was to embrace later.

Support of legislative effort to improve public school financing indicated professional responsibility in the shaping of law and the improvement of teaching service.

Endorsement of a system of uniform text books for student use throughout the state indicated an interest in curriculum and educational policy.

The creation of a professional journal recognized the need for communication for purposes of teacher education as well as community relationships.

Although there was no recorded talk of teacher salaries or economic security at the 1863 meeting, some prediction of the welfare struggle was reflected in Superintendent Swett's opening remarks: "A certificate of membership . . . would be a passport of employment . . . it would entitle him to the substantial benefits of an honorable reception among all teachers."

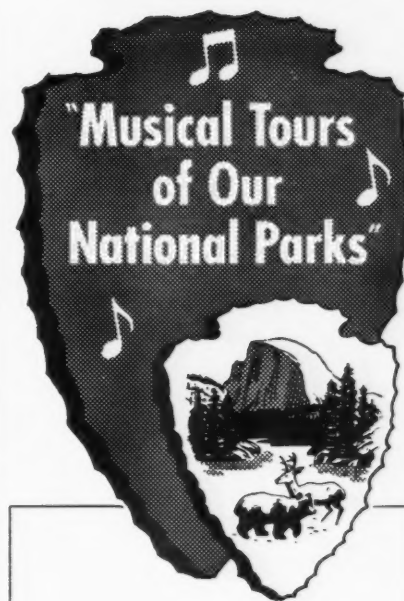
Little known is the fact that the present personnel standards movement of CTA had its birth in the first words Swett spoke at the meeting almost a century ago: "We may honestly avow desire to exclude all who unworthily or unfittingly intrude themselves into the noble office of teaching."

Further emphasizing the ties which bind CTA to its parent Society are the two statements of organizational purpose, which have almost identical wording. California Teachers Association is still guided by the 52-year-old Articles of Incorporation, which begin:

"To further the educational interests of the State of California, to give increasing efficiency to its school system, to secure and maintain for the office of teaching its true rank among the professions of the state, to furnish a practicable basis for united action among those dedicated to the cause of education in the state. . . ." ★★

CTA Journal, September 1959

37



on this year's Standard School Broadcast

Yellowstone	Oct. 15
Sequoia & Kings Canyon	Oct. 22
Yosemite	Oct. 29
Glacier	Nov. 5
Lassen Volcanic	Nov. 12
Carlsbad Caverns	Nov. 19
Big Bend	Dec. 3
Mt. Rainier	Dec. 10
Mt. McKinley	Dec. 17
Hawaii	Jan. 7
Crater Lake	Jan. 14
Mesa Verde & Rocky Mt.	Jan. 21
Grand Canyon	Jan. 28
Hot Springs & Platt	Feb. 4
Mammoth Cave	Feb. 11
Shenandoah	Feb. 18
Olympic	Feb. 25
Everglades	Mar. 3
Wind Cave	Mar. 10
Great Smoky Mt.	Mar. 17
Bryce Canyon	Mar. 24
Grand Teton	Mar. 31
Acadia	Apr. 7
Zion	Apr. 21
Isle Royale	Apr. 28
Virgin Islands	May 5

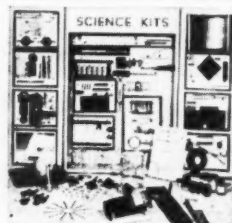
The complete list of stations broadcasting the Program is given in the Teacher's Manual.

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Available to teachers or leaders of listening groups. Request Cards have been sent to principals of Western schools. For additional Request Cards, write to Standard School Broadcast, 225 Bush Street, San Francisco 20, California.

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☐ Student Microscope ... \$14.00

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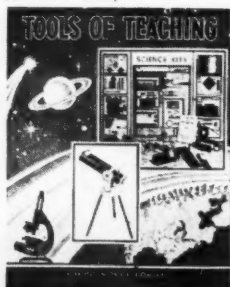
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MANY IMPORTANT EVENTS

SEPTEMBER

10-11—State board of education meeting; Long Beach State College

11-13—CTA Northern Section leadership conference; Brockway, Lake Tahoe

13-16—American Assn. for Health, Physical Education, and Recreation, national conference; Washington, D. C.

16-19—NEA Citizenship committee conference; Washington, D.C.

17—CITIZENSHIP DAY

19—CTA North Coast Section president's conference; Eureka

19—CTA Northern Section chapter chairman conference; South Tahoe

19—CTA Central Section advisory committee; Fresno

23—Palo Alto Teachers Assn. field conference; Palo Alto

24—Calif. Assn. of Secondary School Administrators executive board meeting; Sacramento

25—CESAA administrative council, Rickey's Studio Inn; Palo Alto

25—CTA Bay Section board of directors; Burlingame

25-26—Calif. Assn. of Secondary School Administrators representative council; Sacramento

25-26—CTA Northern Section board of directors; Oroville

25-27—CTA Southern Section 19th fall leadership conference; Camp Seeley

26—CTA Northern Section chapter chairmen conference; Oroville

26—CESAA executive board meeting, Rickey's Studio Inn; Palo Alto

26—CTA Bay Section membership workshop; Burlingame

26—Commission on Higher Education meeting, CTA Building; Burlingame

26—CTA Central Section workshop for committee chairmen; Fresno

29-Oct. 2—National Recreation Assn. conference; Chicago.

30—Richmond Education Assn. committee workshop; Richmond

OCTOBER

3—CTA Northern Section chairmen conference; Sacramento

3—CTA Northern Section Better Teaching conference; Chico

3—CTA Central Section workshop for committee chairmen; Bakersfield

3-5—CTA Central Coast leadership conference; Asilomar

6-9—National Council on Schoolhouse construction; Kansas City, Mo.

9-11—CTA North Coast Section leadership conference; Redway

9-10—CESAA Central Coast Section meeting; Asilomar

10—CTA Southern Section Council; Los Angeles

10—CESAA North Coast Section meeting; Ukiah

10—CTA Bay Section Council; Washington School; Berkeley

10—CTA Central Section Council; Fresno

ENTCHEDULED AS SCHOOL YEAR BEGINS

OCTOBER (Cont.)

- 11-15—Assn. of School Business Officials of U. S. and Canada, 45th annual convention; Miami Beach, Florida
- 15-16—State board of education meeting, Sacramento State College; Sacramento
- 16—CTA Bay Section board of directors; Burlingame
- 16-17—CESAA Southern Section leadership conference; Big Bear Lake
- 17—CTA State board of directors meeting; Burlingame
- 17—Calif. Scholarship Federation annual convention, Hotel California; Fresno
- 17—Calif. Assn. for Childhood Education, executive board meeting; Los Angeles
- 19-23—National Safety Congress, 47th annual meeting; Chicago
- 23—CTA Northern Section Classroom Teachers executive board meeting; Quincy
- 23—CTA Northern Section chapter presidents conference; Quincy
- 23-24—Dept. of Rural Education national conference; Seattle
- 23-24—CESAA Central Section; Hot Springs
- 23-25—CTA Bay Section leadership training conference; Asilomar
- 24—Commission on Higher Education meeting, CTA Building; Burlingame
- 24—CTA Northern Section Council; Quincy
- 24—School Library Assn. of Calif. executive board meeting; Sacramento
- 24—Calif. Business Education Assn. Northern Section fall meeting, Hiram Johnson high school; Sacramento

- 25-28—County and Rural Superintendent's NEA conference; Seattle
- 27-29—Calif. Junior College Assn. fall conference, Ahwahnee Hotel; Yosemite National Park

- 31—CESAA Northern Section meeting, Sacramento State College; Sacramento
- 31—Calif. Assn. for Health, Physical Education, and Recreation southern district conference, U. of Calif.; Riverside



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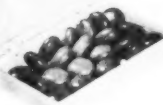
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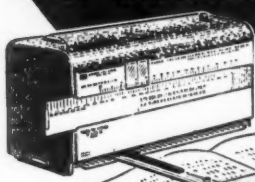
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How Does California Stand?

NEA Research reports ranking of states

How do California schools rank in comparison with the schools of the other forty-nine states? Is California education as superior as we like to think it is? Let's look at the record.

Of course the essence of education is something personal that cannot be revealed in a bundle of statistics. Nevertheless, for what it's worth, let's look at the standings, as shown in a research report issued by NEA Research in April of this year entitled "Rankings of the States."

California leads all other states in public school enrollment (400,000 more than New York), in average daily attendance (95.9%), and in the per cent of the adult population with four or more years of college (8.1% for California compared with a national average of 6.0% and with 3.1% for 50th-ranking Arkansas).

Our state drops way down to 31st place in per cent of selective service registrants disqualified by the mental test in 1957. The per cent disqualified was 15.9 compared with a national rate of 18.9% and with 3.5% for first-ranking Montana and 49.9% for last-ranking Mississippi.

The average number of days our schools were in session, 175.9, places us 31st among the states in the length of our school term. Illinois is first with 186.9 days, Arizona last with 165.2.

In retention of high school students we rank fifth, as measured by the high school graduates of 1955 as a per cent of the eighth-grade enrollment in 1951. Our percentage is 76.6, compared with a national average of 64.7 and with 93.1% for first-place Wisconsin and 43.4% for 50th-place Mississippi.

In the very important item of average salary of classroom teachers California dropped from first place in 1957-58 to third place in 1958-59, our estimated average of \$6,050 being surpassed by Alaska and New York.

In per cent of increase in instructional salaries during the past decade forty-six states did better than California.

The cost of educating California's children is high, \$390 per pupil in ADA compared with a nation-wide cost of \$340. New York's public schools are the most costly, at \$535 per pupil, Alabama's the least expensive at \$164.

How effective is all this outlay in producing able citizens? One further statistic offers a clue. In the presidential election of 1956 60.4% of Americans of voting age actually cast ballots. This percentage of active voters ranged from Idaho's 77.3% to Mississippi's 22.1%. California ranked twenty-eighth, with 65% of her potential voters participating.

—DON ROBINSON

Carlmont high,
San Mateo County

MEETING CRITICISM

We are under the stern necessity of dealing somehow with the criticism that our schools are neglecting the 3 R's. Several courses of action are open to us.

(a) We may deliberately adopt a do-nothing policy and view the criticism as a transient nuisance that will pass shortly if we pay it no heed. To take this position is in my opinion, fraught with real danger. At best it must lessen respect for the quality of our professional leadership and statesmanship; at worst it can feed the flames of criticism and lead to a much worse conflagration.

(b) We can angrily denounce our critics as trouble-makers bent on the destruction of our public schools. Some of our critics unquestionably belong in this category, but probably not many. The rest deserve something better than contemptuous invective.

(c) We can try to prove the criticism to be groundless by collecting data to show that achievement in the 3 R's is higher today than it was twenty or thirty years ago. This third course of action is at least positive and honest, and I believe that we should make full use of it.

—WILLIAM A. BROWNELL

(From a speech made last March by the dean of University of California school of education.)

HEARING AND SEEING

Television, radio, and films as teaching aids

FILMS BIG BUSINESS

THE MOTION-PICTURE film industry divides itself into four major areas: theatrical, nontheatrical, television and amateur cine. Of these, education concerns itself mostly with nontheatrical—and to such an extent that, as the nation's largest user, educational groups spent last year \$27 million to produce and distribute motion picture and slide programs, and purchase a/v equipment. Figures are from the June 1959 issue of the *Society of Motion Pictures and Television Engineers Journal*.

BELL RINGS ON THIS

One education film produced last year, "Plan for Learning," received a 1959 School Bell Award at the recent NEA convention. The film shows, in terms of one community, how communities can design and build the schools they need. U.S. Steel Corporation, producer of the film, is making it available to communities for showing. Inquiries may be addressed to Charles LeCraw, U. S. Steel, 525 William Penn Place, Pittsburgh 30, Pa.

SCIENCE FILM TOPS

Other instructional films have received awards, too. For example, many of the science pictures released by United World Films have taken awards at such exhibitions as the International Film Festival in Venice, and the World Film Festival in Brussels. A special brochure, "Basic Science Films," describing these films, may be obtained from the Educational Films Division of UWF at 1445 Park Avenue, New York 29.

FILMSTRIP USEFUL

Filmstrip users will find the latest catalog of the Museum Extension Service, 10 E. 43rd Street, New York 17, of interest. Offerings include 30 full-color strips titled, "America's Progress," each one a pictorial chapter from America's past, and a set of color filmstrips on "Maps and How to Use Them." "America's Progress" was produced with the cooperation of America's museums, libraries and national shrines, the latter with the cooperation of the American Geographical Society.

LANGUAGE PROGRAM

A 1958 Peabody Award went to "Breaking the Language Barrier," a film of a television network program based on Pomona College's work with language laboratory instruction methods. The kinescope is being offered to school administrators and language departments for non-commercial showing, and may be scheduled through Harold Marshall Publication Services, 171 Madison Avenue, New York 16.

(This is a new editorial department in CTA Journal which will be compiled from available sources by Vivian L. Toewe, editorial assistant. Contributions in this field may be addressed to her at the Journal.)

FILM REFERENCE BOOK

WCOTP has published a volume titled "Audio Visual Aids for International Understanding," listing more than 1,200 films, film strips, slides and records available to teachers. Research for the project took more than a year, and 40 countries are represented. Copies of the book, which can be converted into a card file system, are available for \$2.50 each, prepaid from WCOTP, 1227 - 16th Street, N.W., Washington 6, D.C.

EDUCATIONAL TELEVISION

The first educational program of its kind in the country goes into effect this September in Anaheim, California, with the city's 17 elementary schools linked by closed-circuit television. Robert E. Shanks, city school superintendent, points out that while other individual schools or school districts have applied television techniques to their teaching procedures on a limited basis, this is the first time an entire school district has been so linked to supplement standard instruction practices with classroom television innovations.

Six studio teachers are being used to instruct the fourth and fifth grades in six separate television courses, with lessons varying from ten to twenty minutes in length. An average day will have a maximum of approximately 55 minutes. Programs originate from a specially-designed building which accommodates four closed-circuit TV studios with two channels operating simultaneously. As the program develops, other courses will be added and more grade levels included. The program is being made possible by grants from the National Defense Education Act and the Ford Foundation's Fund for the Advancement of Education.

NEW CENTER OPENS

Another "first" is the Center for Instructional Television which has been established by New York University in collaboration with Radio Corporation of America. The Center's varied program, which begins this September, is designed to develop and disseminate the most effective techniques for televised teaching in the nation's schools. RCA has provided some \$100,000 in funds and television equipment for the Center.

(Turn to Page 46)



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 Humboldt Bay Teachers Assn.
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 Huntington Beach Union H.S. Faculty Club
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National Scene



A **POLITICAL CLINIC** at NEA Headquarters in Washington last April brought together (left to right) Paul M. Butler, chairman of the Democratic National Committee; Dr. William C. Carr, executive secretary of NEA; and Senator Thurston B. Morton, chairman of the Republican National Committee. Sponsored by the NEA Citizenship committee, the clinic was held to promote teacher participation in politics.

SCIENCE TEACHERS of grades 7 through 12 in U.S. public and non-public schools are eligible to enter the National Science Teachers Association's 1960 STAR awards program. Deadline for entries is December 15. Awards totaling \$13,500 will be distributed for reports submitted in detail on the methods used to carry out ideas of effective practices in science teaching. All prizes will be accompanied by bronze medallions and school plaques. Entry blanks and further information may be obtained from NSTA, 1201 - 16th Street N.W., Washington 6, D.C.

UNDER PROVISIONS for foreign languages of the National Defense Education Act, 19 centers of instruction are operating across the United States. Institutions in California operating these centers are Stanford University, offering Chinese and Japanese, and University of California at Berkeley with Russian, Polish, and Serbo-Croatian (one center); Hindi-Urdu and Persian (second center). Economic and cultural aspects of the country will be taught with the languages.

IN SPITE of high hopes last spring for passage of the Murray-Metcalf bill in this session of Congress (see page 19 this issue), it appeared certain in mid-August that both houses would adjourn without action. The House Rules Committee will have the bill when it reconvenes in January. In the Senate Education Subcommittee, an emer-

gency small-scale school construction bill, which NEA feared would be substituted for Murray-Metcalf, appears dead for this season, according to James L. McCaskill, NEA director for state and federal relations.

People and Places

HALF CENTURY of teaching in Solano county was the record of **MRS. CORA BLACK** as she retired this summer as teaching principal of Elmira elementary school district. In recognition of her service, Solano County Teachers Association presented her with a gift and framed certificate. Mrs. Black's first teaching position was at Pitts school 56 years ago; she came to Elmira in September 1911, teaching all eight grades.



DR. SAMUEL B. GOULD will be inaugurated as the first Chancellor of the University of California, Santa Barbara, in ceremonies set for September 18. President of Antioch College for the past five years, he assumed the new position July 1. The new title replaces that of Provost, indicating the expanded academic program at the Santa Barbara branch of the state university.

GUY H. JAGGARD of Bakersfield, former chairman of CTA salary schedules and trends committee and long-time member of State Council, was elected president of the California Retired Teachers Association at San Jose in June. CRTA has over 11,000 members in 40 local divisions. Re-elected president of the National Retired Teachers Association was Dr. Ethel Percy Andrus of Ojai, who is editor of *NRTA Journal*, an influential promoter of insurance plans for retirees, and a leader in the White House Conference on the Needs of the Aging.

RETIRED RECENTLY were Dr. Howard A. Campion, associate superintendent of Los Angeles schools in charge of extension and higher education; Miss Edith Clark, his assistant; and Mrs. Grace M. Dreier, assistant superintendent of the city's south elementary schools. Dr. T. Stanley Warburton, superintendent of Fullerton union high school and junior college, succeeded Dr. Campion, who left the L.A. system after 44 years of service.

ALBERTA L. MEYER became executive secretary for the Association for Childhood Education International on July 1, succeeding Frances Hamilton, resigned.

(Continued from Page 41)

Intended for teachers, producer-directors, evaluators, administrators and others concerned with the use of television in teaching, the Center's program will include teacher training, apprenticeships, institutes and in-service workshops, consulting services and research. The teacher-training phase will consist of a Workshop in Television Teaching for graduate students, undergraduates with teaching experience, and practicing teachers and administrators who have been recommended by their school systems. The Center will be administered

by NYU's School of Education and Communication Arts Group. Its 19-member Advisory Committee includes Harold E. Wingren, consultant in educational television for NEA, and Ralph Steetle, executive director of the Joint Commission on Educational Television.

MOBILE UNIT

A completely mobile educational closed-circuit television system which can easily be moved from classroom to classroom is offered by Dage Television, division of Thompson Ramo Wooldridge. Designated as

"a complete TV studio on wheels," the model ETS-1 is intended to make a/v TV lessons as simple as the showing of films and slides. Prices for the system start at \$11,800. Complete information from Dage at Thompson Ramo Wooldridge, Michigan City, Indiana.

COMMERCIAL TELEVISION

The publishers of *American Heritage*, the quality hardcover magazine of history, are lending their talents to a new enterprise, an NBC television series entitled "Our American Heritage." Six programs covering vital periods in U.S. history will be dramatized through treatment of significant events in the lives of great Americans. Executive producer will be Mildred Freed Alberg, formerly producer of the award-winning Hallmark Hall of Fame. First program in the new series, "Divided We Stand," covers an incident in the lives of Thomas Jefferson and Alexander Hamilton, and is scheduled for Sunday, October 18.

RIGHT ANGLE READY

During the school year 1958-59, the five CTA-NEA films which CTA has on permanent loan at 32 California television stations have been shown 270 times. These films are "A Desk for Billie," "Skippy and the 3 R's," "Mike Makes His Mark," "Freedom to Learn," and "Crowded Out." Latest NEA film, "Right Angle," is now being readied for fall showings throughout the state.

NEW CONANT FILM

Dr. Conant's recommendations on American high schools are embodied in the NEA television documentary, "How Good Are Our Schools?" The half-hour film documents situations in various schools throughout the country, with a number of shots being made in the Oakland City Schools. Ralph Bellamy is narrator. Premiere of the film will be sometime this month. Watch for it.

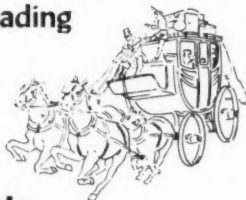
Every pupil wants to read for pleasure. He wants to read about amiable people like Mr. Carl, about donkeys like Mr. Bones, about stagecoaches, and about lively incidents. Every pupil also wants to read to become a better reader and to enrich his understanding and use of words.



Every teacher also wants every pupil to be a better reader. And she knows that this can only be accomplished by giving the pupil books that hold his attention as well as instruct. They must be books rich with child-experience stories, with well-drawn characterizations, with action, with humor, with suspense—and, at the same time, must serve as the springboard for a planned program of reading development.



The program must fit the needs of immature, average, and superior pupils. It must provide comprehensive reading readiness techniques. It must give the pupil a solid foundation in all the basic reading skills.



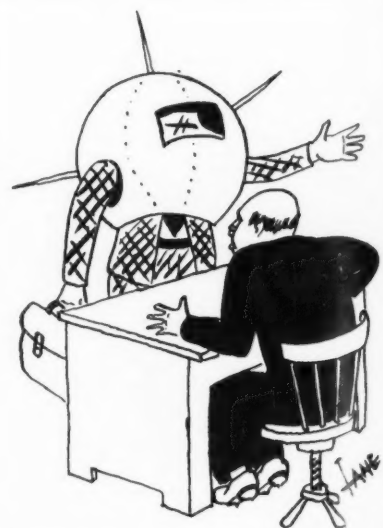
These are the reasons why the Alice and Jerry Reading Program continues to be the "Nation's Basic Readers" for Grades 1 through 6.



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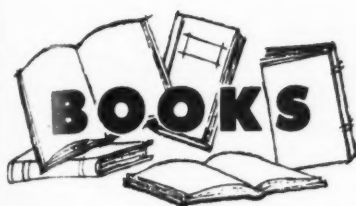
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Notes in the Margin

TEACHERS STARTING a new year, or new teachers starting any year, usually find themselves looking for means to make teaching more interesting and effective. Here are a few publications which may be helpful:

For the 38th consecutive year, National Geographic Society will publish its readable, lively *Geographic School Bulletin*, which reports on the world and its life, and presents illustrated articles for classroom use or home study. Subscription rate is \$2 for the year (30 weekly issues), and any educator, librarian or student may subscribe. Address School Service Division, National Geographic Society, Washington 6, D.C.

Described as a "personal teaching aid for the individual teacher" is *How to Make Your Teaching EASIER and MORE EFFECTIVE*, by E. P. Harvey, a book containing 177 ideas, tips and suggestions. Available from Teaching Aids Company, 1513 W. 12th Street, Davenport, Iowa, \$2.95 postpaid.

Parker Publishing Company, Englewood Cliffs, New Jersey, offers the *Teacher's Treasury of Stories for Every Occasion*, a 376-page anthology to cover almost any subject or type of audience. The publisher offers to send the book for 10-day examination, at the end of which time return should be made, or purchase price of \$4.95 remitted.

An intriguing little book, *Adventures in Chemistry*, presents the basic theory of chemistry at an elementary level, and provides detailed laboratory techniques for performing a variety of dramatic experiments using household materials and inexpensive laboratory equipment. Author is Nathan Feifer, chairman of the Chemistry and Physics Department of Jamaica high school in New York City. Paperback, 128 pages, \$1. Published by Sentinel Books, New York 3.

University of California Press is producing a series of handsome little natural history guides, the first four of which have recently been released, dealing with the San Francisco Bay Region. In each case, the books have been prepared by an authority who writes in non-technical language so that teachers and students alike may learn new and fascinating things about the world of nature. Titles now available are: *Introduction to the Natural History of the San Francisco Bay Region*, *Reptiles and Amphibians*, *Mammals* and *Native Trees*. Paperback, \$1.50 each.

Acting on their belief that demands on

children's listening and auding abilities have never been higher, David H. Russell and Elizabeth F. Russell, U.C. in Berkeley, have produced *Listening Aids Through the Grades*, a manual containing 190 listening activities. The authors have not used the terms "listening" and "auding" interchangeably, and explain that their distinction is based on the difference between simple perception of sounds and words (listening)

and listening with comprehension to spoken language (auding). Listening to music, a specialized field, is not covered. Published by Teachers College, Columbia University, New York. \$1.50.

Good Manners: the magic key, by Stephenson and Millett, may well be the answer to many a teacher's prayer for something to place in the hands of students whose manners and mannerisms sometimes need more

AN IDEA FOR SEPTEMBER

Here's novel citizenship game that

your boys and girls are sure to find
lively fun and serious business. So timely, too,

with Citizenship Day September 17 and

Constitution Week September 17-23.

It's all based on knowledge aliens gain
during naturalization process.



Core of this citizenship quiz game is challenge: Can you pass Judge's naturalization questions?

The major points of our Constitution, U. S. history and government will need to be reviewed.

Spark game by surprise visitor (yourself, other teacher or ablest student)—This is the judge, wearing black choir robe and impressive "specs." Judge knocks, strides in to the amazement of all and solemnly announces purpose of visit—to test the citizenship knowledge of the students.

Follow-up field trip might witness actual naturalization pro-

ceedings. Check with your nearest naturalization office.

Work out questions beforehand. Helpful in your simple preparations for quiz is the booklet "Our Constitution and Government, Simplified." Contents take up such subjects as The Groups to Which We Belong, Objectives of National Government, The President, The President's Cabinet, The Purpose of State and Local Governments. There are 18 graphic explanations.

To get booklet, described above, OUR CONSTITUTION AND GOVERNMENT, SIMPLIFIED, 5 3/4 x 9 1/8", paper covered, 222 pages, 21 chapters, 18 illustrations—send name, address, and \$1 to Supt. of Documents, U. S. Printing Office, Washington 25, D.C.



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Group Word Teaching (Dolch)	(1-5) 1.60
Group Sounding Game (Dolch)	(3-6) 2.25
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What the Letters Say	1.95

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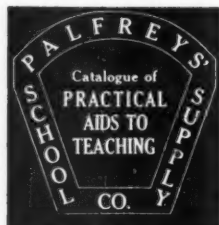
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than a nudge in the right direction. A self-evaluation test appears at the rear of the book. Published by McKnight & McKnight, Bloomington, Illinois, this is a re-do of an earlier book, *How Do You Do?* Paperback, 72 pages, 80c.

In a new ASCD publication, *Learning More About Learning*, Dr. Arthur W. Combs advances the theory that the right kind of teacher may actually be able to create intelligence and not be limited by the intelligence with which a student is endowed at birth. He maintains that intelligence is not a static capacity open to little change or modification, but is rather a function of the perceptual field of the individual. Other contributors in the book are Dr. Rhoda Metraux, on anthropology and learning; Dr. Robert E. Shafer, on communication revolution and learning, and Dr. Robert E. Bills, who deals with believing and behaving: perception and learning. Copies of the book may be obtained from ASCD, NEA, 1201-16th St., N.W., Washington 6, D.C., at \$1.

Teaching as a Career, new publication from the U.S. Office of Education, encourages capable young people to become interested in careers in education. It goes thoroughly into answering such questions as What is teaching really like? Do I have what it takes? How do I start? What would be my best field? How do I get a job? and What are the practical sides of the career? Thirty-four pages, prepared by John B. Whitelaw, chief for teacher education; Shirley Radcliffe, research assistant, and Florence Friedlander, research aide. Twenty cents from Supt. of Documents, U.S. Govt. Printing Office, Washington 25. Ask for Pamphlet No. 122.

The school counselor is going to find the *Handbook of Job Facts* prepared by Science Research Associates in Chicago an indispensable aid in his work. The entire 160-page book is organized in chart form, giving at a glance such information as educational requirements, special talents, salaries and advancement possibilities on 239 specific jobs ranging from accountant to welder, astronomer to secretary. Professional, semi-professional, managerial, agricultural, skilled and semi-skilled occupations are grouped separately. Price is \$3.95.

An organization composed of men who have risen to the presidency of a sizeable corporation while still in their "twenties" or "thirties" should certainly know how to prepare a pamphlet on "How to Get a Job with a Future." Such an organization is the Young President's Organization, and the above-named pamphlet received so much praise when it was issued last year that it is being made available again this coming school year. College and university placement directors may obtain copies for senior class distribution, and individuals can receive a single copy by writing YPO National Headquarters, 375 Park Avenue, New York 22.

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Other materials which counselors are going to find invaluable are: "Publications of the American Home Economics Association," a brochure on career publications available from that Association at 1600-20th St., N.W., Washington 9.

—*Complete Guide to U.S. Civil Service Jobs*, 124-page book which brings together in one volume all important facts about government employment. Completed manuscript of this book was edited and approved by U.S. Civil Service Commission in Washington, D.C. \$1.50 from Arco Publishing Company, 480 Lexington Avenue, New York 17.

—The student interested in a military career may want to read the new, revised edition of *West Point Today*, standard guide to the Academy written by two former Army officers, Kendall Banning and A.C.M. Azoy. Published by Coward-McCann, Inc., New York.

—Finally, in the field of materials for counselors, is "If You're Not Going to College," a sorely-needed publication devoted to an exploration of fields open to the non-college-trained worker. 80 pages, \$1.60, published by Science Research Associates, Chicago.

Latest publications from the U.S. Office of Education include:

—*Characteristics of Local School Board Policy Manuals*, by Alpheus L. White, asst. specialist, Local School Administration. Bulletin 1959, No. 14, 25c.

—*Higher Education Planning and Management*, covering salaries, tuition and fees, and room and board, prepared by W. Robert Bokelman, chief, Business Administration Section. Circular No. 549, \$1.

—*Financing Public School Facilities*, by Hutchins and Deering. Misc. No. 32, \$1.50.

(Publications from the Office of Education should be ordered by Bulletin or Circular number, from Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D.C.)

REVIEWS

of new professional literature

SCHOOL BOARD LEADERSHIP IN AMERICA, by Edward M. Tuttle. The Interstate Printers and Publishers, Inc. Danville, Illinois. 1958. 320 pages.

"Role" call: superintendents, administrators, board members, teachers, voters!

Whatever your role, here's a book from a man who ought to know—the first full-time executive secretary of the National School Boards Association—about the place, prestige, and problems of those who are the backbone, or mayhap lack of backbone, of public school education.

Pithily, and sagaciously, Tuttle chides, cautions, advises, challenges both the aspiring candidate and the perspiring new board

member about policy-making, moral and ethical values, curriculum, pressures, finance, public relations in a cornucopia of chapters. Superintendents and administrators are given solid suggestions. Voters can see behind the scenes. Teachers, so often sadly naive about or unaware of school board problems and functioning, will kibitz many sections but concentrate upon "Teamwork Between School Boards and School Teachers."

A prime contribution is the extensive history of school board associations, followed by delineation of functions and services.

Appendix bonuses include "A Code of Ethics" and "Thirty Critical Requirements" for school board members, "Procedure for Selecting the Superintendent," and, "Statements of Beliefs and Policies of the National School Board Association."

—TED GORDON
Los Angeles

A TEACHER'S PROFESSIONAL GUIDE, by Nolan C. Kearney, Ph.D. Prentice-Hall, Inc., Englewood Cliffs, N.J. 1958. 358 pp., \$5.

One who has taught for many years may feel he knows all the answers, yet this book may serve even the veteran. Various professional problems are presented from the point of view of one who has faced them. Because education courses sometimes neglect many of the aspects treated, the book

is an ideal gift for recent graduates or beginning and student teachers.

The book is not "preachy" but is realistic and a good guide for improving one's professional status. It is not easy straight reading, but needs to be read slowly and annotated. A pleasant feature is the last chapter, *The Experience of Lucille Maxwell, Teacher*, in which the general principles set forth are applied to particular circumstances of a beginning teacher.

Sometimes Dr. Kearney seems to belabor the obvious; e.g., his section on *Schools and the Law*. Its exclusion would be decried, yet at times it seemed repetitious and verbose. The chapter on *Personal Responsibility for Professional Competence* is excellent.

Other chapters include: *The Profession of Teaching*, *The Successful Teacher*, *Supervision as Organized In-Service Education*, *Ethics and Values for Teachers and Freedom, Criticism and Interpretation*.

Common problems are mentioned, including those which teachers do not often discuss with their colleagues. It is a book to be recommended.

—MARTIN J. PAES
Paramount

SMALL-GROUP DISCUSSION IN ORIENTATION AND TEACHING, by Hoffmann - Plutchik. G. P. Putnam's Sons, New York. 1959. 162 pp., \$4.

This book was written for college orien-

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tation classes and was therefore focused upon a limited professional area. It grew out of the experience of the authors and carries many helpful suggestions and techniques for those who are charged with the handling of 13th-year students.

Since the book employs well-recognized techniques for the handling of small groups, it can be adapted for use by those who work with secondary students, professional associates, social clubs and community groups. The principles and practices related to group dynamics, small group processes and conference leadership apply to all types of small group situations. Such devices as

role playing, buzz sessions, panel discussions and case methods are well handled.

By adapting the purposes and techniques of this book, the teacher, particularly at the secondary level, can add classroom variety by the handling of discussions, conference topics, controversial issues and current problems. The text covers only 162 pages and can be read quickly.

—EMERY STOOPS
Los Angeles

OUR TROUBLED YOUTH, by Frederick Mayer. Public Affairs Press, New York. 1959. 93 pages.

Some of the boys were in a wild mood and smashed windows. I told them to stop, but one said, "Just try!" and I saw a switchblade knife before my eyes.

Through such first-hand experiences, one of America's leading educational philosophers reports to teachers, parents and others about juvenile delinquency in his pint-sized *Our Troubled Youth*.

While the book may be no cure-all for a No. 1 school and community problem, Dr. Mayer's brilliant analysis of the problems of youth, and confidence in humanity, may provide the adult with plenty to think about—and more to do. It is doubtful whether an hour of reading time could be better spent when the success of our educational system and the future of our nation are more than ever in the hands of young people. Here, in a literary capsule, are sordid evidence, objective analysis, and some penetrating solutions.

Professor of humanities at the University of Redlands, Dr. Mayer is as stimulating as a writer as he is at the podium or in the classroom. The youngest student to receive a doctorate of philosophy at U.S.C., he has written a dozen books, served as senior editor of *Wisdom*, has written for *CTA Journal*, and recently become a member of CTA's new Commission on Higher Education.

Although Dr. Mayer's *Our Troubled Youth* is illuminating for those struggling with the problem of delinquency, it may be even more important to the elementary school teacher or to parents whose youngsters haven't reached the upper grades. Here they may see themselves and find new ways to "save" well-adjusted youngsters who otherwise might stray the wrong way through bad friends, unimaginative teachers, or derelict parents who practice indulgence, indifference, or erratic or harsh discipline.

—JOHNS HARRINGTON
Tujunga

NOTE:—Dr. Mayer's latest book, just from press, is *Education for Creative Living*, in which he makes specific proposals for bridging the gap between a period which we cannot recover and an age which as yet we cannot comprehend. The symbols of this emergency are Little Rock and the launching of the space satellites. Among other proposals, he calls for the establishment of a world university where scientists, theologians, philosophers and artists can work together for promotion of democratic ideals. This book is another thought-provoker. Published by Whittier Books, New York. 154 pp., \$3.

THE HOUSE OF INTELLECT by Jacques Barzun. Harper and Brothers, New York. 1959. 276 pp., \$5.

Teachers should be aware of this book. They should read it, not because Jacques Barzun is a teacher, or because he has a reputation, or because he criticizes the schools unmercifully, but because he is a thinking man with something to say about

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a subject of some concern to teachers: the intellect.

No one should attempt to read this book unless he is willing to be provoked, unless he is ready to re-examine some of his cherished notions about education, and unless he is able to shed favorite thought-cliches and face up to some unpleasant truths.

This book would not have remained so long on the best-seller list were it not highly readable. The chapters titled "Education Without Instruction" and "Instruction Without Authority" may be the most readable—as well as the most provocative for teachers. But take heart. Education is not the only villain of the piece. Barzun blames art and science equally with easy education for the decline of intellect. And he only half-blames the schools for their part in it, recognizing that schools are as much the creatures of their culture as the creators of it.

Also he recognizes the limitations of intellect as well as the limitations of what the schools can be expected to accomplish. "We cannot make intellectuals out of two million pupils," he admits, "—too many are incapable of the effort even a modestly bookish education requires; too many have the good sense to know that they want instead some vocational training that will be immediately marketable."

Any school faculty would do well to persuade its librarian to find five dollars somewhere in the budget for a copy of *The House of Intellect*.

—DON ROBINSON
San Francisco

GETTING DOWN TO CASES, by Robert Brackenbury. G. P. Putnam's Sons, New York. 222 pp., \$4.

The subtitle of this book is "A Problems Approach to Educational Philosophizing" and constitutes a better description of the contents of the book than the main title. The author's method, broadly speaking, is to present for discussion specific problematic situations, each representing one or more of the crucial issues in education today. The problems are theoretical in that they involve broad issues and principles, but are all typical of the real problems which teachers and educational administrators have to encounter every day.

On first reading this book, a professional philosopher might feel inclined to see it as a lightweight contribution to educational philosophy. It does not utilize the traditional technical language of philosophy and makes no particularly systematic attempt to relate the problems or solutions discussed to any of the classical or modern schools of philosophy. Logicians, in particular, will be bothered by the tenuous nature of some of the relationships identified. However, many of the students who tackle educational philosophy in schools of education have little or no formal training in general philosophy, so the popular presentation will undoubtedly be welcome as an encouragement to students and others to start philosophizing.

This book is best considered as an aid in beginning the process of building an educational philosophy.

Dr. Brackenbury frankly acknowledges in the Prologue that his viewpoint is not always impartial. On the whole this is probably an advantage as a stimulus to independent, critical thinking, particularly as the author generally identifies his bias in order to enable the reader to discount it. I believe he is at his best in the chapters dealing with the art and the role of the specialist, the gifted child, and promotion and reporting.

The chapter on moral and spiritual values, though not so well integrated as some of the others, is a brave attempt to cover some highly controversial ground. Here, as in other chapters, there are arbitrary oversimplifications, but in a book written on the popular level these are sometimes unavoidable. There is also a concise and useful glossary and an appendix presenting some additional case problems.

As an elementary attempt to help students arrive inductively at philosophical conclusions by the study of cases, this book may be recommended. Perhaps the author could be encouraged to follow up this volume with one using the same approach and technique but with a more advanced and formalized methodology.

—DAVID GREENWOOD
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SOCIAL STUDIES FRAMEWORK

By Donald W. Robinson

THIRTY-FIVE years ago the American Historical Association sponsored a study which proved to be a landmark in the evolution of the social studies. It was the History Inquiry of 1924, which reported an increasing interest in a course made up of a combination of materials from geography, government, history, and industrial and social conditions.

The 1959 report of the California State Central Committee on Social Studies constitutes another landmark. It marks the culmination of the 35 year advance toward integrating the separate social science areas into a genuine social studies.

This report, now nearing its final stages, will present a thorough framework for the teaching of the social studies in California schools from kindergarten through junior college. It is among the first major curriculum reports consistently based on the teaching of generalizations and ideas. At no time does it fall back on clichés of inherited courses or units or formal collections of facts. The past is treated as the reservoir of human experience to be systematically tapped for the understanding of present problems.

To list here the suggested study areas by grade levels is risky, since a brief description cannot convey the full meaning. Grade 6, for example, while indicating an emphasis upon the Americas, includes a world geographic overview. In the report a closely reasoned rationale accompanies many suggestions.

With this warning, and because it would be difficult to sense the nature of the report without some clue as to the subject pattern by grades, the following tentative allocations are offered:

- K The immediate environment, home, school, and neighborhood
- 1 Living together in home, school, and neighborhood
 - 2 Living and working together in our community
 - 3 Discovering how communities are dependent upon each other
 - 4 Living in California
 - 5 Living in the United States and understanding our relationships with Canada
 - 6 Life in the world today — the Americas
 - 7 Life in the world today—Europe, the Mediterranean area, the Middle East, and European backgrounds of the United States
 - 8 The United States and our American heritage
 - 9 or 10 Challenges to freedom in the world; forces in Asia, Africa, and the USSR. (If local district desires, two of these four semesters can be used for quasi-social studies: guidance, health, driver training, etc.)
 - 11 Modern United States in a world setting
 - 12 Government in the United States and problems in American life
 - 13 and 14 A critical analysis of social trends to prepare the student for participation in our government and society.

- Within this framework, which is amply explained and justified in the report, each school will construct its own course of study, with large areas of freedom in the selection of materials and topics that will fulfill the intent of the framework. At some grade levels the plan invites the school to emphasize local historical backgrounds, at other grades to choose a foreign culture for study, in still others to select one of many approaches to the study of contemporary problems.

Although emphasis on United States history is recommended for grades five, eight, and eleven as at present, this does not mean simply three repetitions of United States History. The fifth grade course includes much geography and concentrates on the founding of the country, explorers, settlers, pioneers, and frontier life. In the eighth grade more attention is to be given to the American

FRAMEWORK IS LANDMARK OF PROGRESS

heritage of ideals and values, with emphasis on the middle period, while the eleventh grade course should be a chronological treatment, at least half of it devoted to the period since 1890.

At the time of the History Inquiry of 1924, history courses tended to be formulated solely around chronological eras and solid historical facts, on the assumption that organized factual learning would lead to mature concepts and generalizations. The new California framework will encourage courses based on generalizations and concepts, on the assumption that in the classroom these generalizations will be supported by an adequate array of facts.

The framework marks one more milestone in the 35 year march towards a more meaningful study of human institutions. This does not mean a shallow pragmatism. It does mean that the learnings should be significant *per se* to both teacher and pupil. The framework is primarily concerned not with facts but with ideas.

If history is valuable in helping us to understand the present, then let us study history with the present in mind. Thus fourth grade "Living in California," ninth grade "Challenges to freedom in the world," eleventh grade "Modern United States in a world setting" and all the other grade allocations are examples of applying history, along with the other social sciences, to the solution or interpretation of current or continuing problems.

Much of the value of the framework has already accrued, even before the report is completed, because it represents a process as well as a document. The process has continued uninterruptedly from the appointment of the State Central Committee in 1954, through subcommittees, regional conferences, summer workshops, progress reports, and revisions, down to the present final polishing for submission to the State Curriculum Committee. This has been a process of education for thousands of teachers and others who have participated

in the grassroots development of a social studies statement worthy of being called representative.

Suggestive of the scope of participation are the publication figures for the preliminary reports. Progress report No. 1 was issued in 1956 in 6,000 copies, a progress report No. 2, 1957, in 20,000 copies, No. 3, 1958, 6,000, No. 4, 1958, 1,500, and No. 5, 1958, 10,000. The classic curriculum reports in social studies of earlier years were

prepared by the famous Committees of Ten, of Eight, and of Seven. This modern classic was prepared by a committee of thousands.

The State Central Committee, responsible for the over-all planning, consists of 27 members, representing teachers, principals, supervisors, directors of instruction, superintendents, and members of the State Department of Education, in balanced proportion.

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Class Study Goes on Display



"SCIENTISTS in the making" is demonstrated in 15 display windows of a downtown Sacramento department store as students attract sidewalk crowds. Photo by Glen Fishback.

Sacramento Department Store Presents Schools to the Public

"I'm going to do my experiments on air pressure for you. I'll put this crumpled paper in the bottom of this glass. Now I'll turn the glass upside down and push it straight down into the water. See, the paper is dry. Well, that's . . ."

No, you are not sitting in a third grade classroom listening to the science lesson. You are in downtown Sacramento with some forty other people looking into the window of Hale's store, where a classroom has been set up and many lessons and demonstrations are being conducted during the week.

Early last Spring, W. J. Ahern, general manager of Hale's, approached Dr. William Burkhard, superintendent of Sacramento City unified school district, with an idea for an educational project in which all the store's

window space on K Street and Ninth Street—280 feet in all—would be devoted to a school display, a display in which the viewer would be looking into a classroom with displays of students' work, set-ups showing areas and levels of the curriculum, and live demonstrations.

The time Mr. Ahern suggested for the project was the week before the opening of the Fall school term, when other stores throughout the country were featuring "Back to School Togs." The week coincided with the week of the California State Fair held in Sacramento. A planning committee was set up of which Jack Reynolds, supervisor of industrial arts, was named chairman; Don Gaudstad, an art instructor, became the exhibit director.

The theme chosen by the commit-

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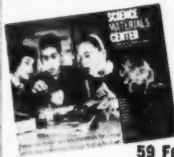
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tee was "The Scientific Age and Youth." Display materials were collected from various school segments from kindergarten through junior college and demonstrations exemplifying development of the science and math curriculum were arranged. These demonstrations were held several times during the day at indicated hours. Sacramento's stores remain open Monday and Friday evenings so arrangements were made for class lessons on those nights.

The store provided company personnel to assist in setting up the displays and in helping in hundreds of other ways. The teachers, children, and exhibit director were paid for their time. (This was the week before schools were in session.) Hundreds of people viewed the display with great enthusiasm. Local newspapers and radio and television stations covered the project thoroughly.

Demonstrations given included:

- Primary Science—Air Pressure
- Junior High Science—Electricity
- Senior High Science—Dentistry and Rocketry
- Junior College—Chemical Laboratory techniques

The store, school personnel, and the public in general acclaimed the venture a huge success—a wonderful cooperative effort between business and education.

This year, Mr. Ahern has again offered all the windows for a similar display. Mr. Reynolds called his committee together; after some discussion they settled on the theme, "Through the Windows of Your Schools," with activity in every window at stated times between 10 a.m. and 4 p.m. The color scheme this year will be white and blue—white background. The exhibit will open September 2 and continue through September 12 (Labor Day and Sunday—no live displays); with three night demonstrations. The theme for this year seemed to evolve from the work Hale's had done in setting up frames for each window. Fifteen windows are again being used, with each display illustrating a curriculum subject.

—GLADYS LATHAM
Sacramento Consultant in
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CLASSROOM USE OF EDUCATIONAL TELEVISION

Editorial Note: On pages 16-17 of the May 1959 issue of CTA Journal appeared a draft of the policy statement bearing the above title. Unfortunately, an early draft had been used for printing. The actual statement, as approved by the State Council of Education at its April meeting, is the version shown below, which differs in a few minor details of wording. Incidentally, an editorial feature is now in preparation for early publication, which will report on professional interest in the development of educational television.



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The California Teachers Association has encouraged the use of educational television in classrooms and it continues to support its use in accordance with sound educational principles.

It is the purpose of this statement to help classroom teachers, administrators, board members and the public to evaluate present practices and to plan wisely for the schools' use of educational television in the future.

It should be recognized that television has a definite contribution to make to the educational process. It is a device through which classroom instruction can be improved and enriched. Like any other instructional tool—films, books, transcriptions, maps—television requires knowledge and skill on the part of all teachers who use it.

There are several types of educational television, all of which may enrich education. Television, like the motion picture, lends itself to magnification and close focus. It can bring into many classrooms simultaneously events and personalities which are otherwise unavailable to students. It is an excellent medium for giving information, and can provide timeliness in presentation.

There are some things, however, which television cannot yet do. The nature of television limits interaction between the learner and the television teacher. Television cannot lead class discussions. It does not make provision for individual interests and abilities, and it cannot supervise or direct the variety of related classroom activities which are essential to the learning process.

Recognizing that the potentialities and limitations of educational television are yet to be fully explored, the California Teachers Association is actively interested in its development. The following criteria are suggested for evaluating existing programs and planning for its future use:

1. Improving the quality of teaching and learning must be the primary purpose of using television in the schools.

Turn to page 58

Out-of-State Retirement Credit Survey Ready for Statewide Teacher Tally

Out-of-state teaching service which might have a bearing on retirement credit will be the subject of a questionnaire which will be sent to all California teachers next month. A contract will be signed with the State Teachers' Retirement System for a study which must be undertaken before legislation can be drafted. Funds required were collected from members of the Association for Retirement Credit for Out-of-State Service and turned over to CTA to be held in trust for the study.

At a June meeting of the newly-elected officers of the Association, Leo Reynolds, executive officer of STRS, explained that although all teachers in the state will be contacted with the questionnaire form, teachers who have had no out-of-state service will have only the top part of the form to fill out and give a NO answer. Forms will be sent to county school superintendent offices early in October. It was expected the forms would be returned by November 1.

Lowell Ogden of Lancaster was re-elected president of ARCOSS for the 1959-60 year. Vice president is Mrs. Helen Cunningham of San Diego and secretary is Mrs. Winifred Cook of Oakland. The treasurer, who has served as the bonded collector since the beginning of the movement, is John F. Land, Jr. of Westminster. Other board members are Miss Myrtle Flowers of Bellflower, W. Foss Hunter of Sacramento, Dr. Ray Imbler of San Bruno, A. D. Johnson of Arroyo Grande, and Eugene Kopriva of Fortuna.

JUNIOR POST OFFICE

SAN YSIDRO's second grade class, under supervision of Mrs. Leota Neeley, annually builds and operates its own post office. Aisles are given street names and desks street numbers. Students write each other letters which bear full addresses and

facsimile stamps. The "mail" is routed by a complete crew of students who act as postmaster, carrier, and clerk. Located in the corner of the room, this miniature post office is complete with pigeon holes, home-made signs, and wooden grills. A

visit to San Ysidro's post office is part of the class project. Postmaster Eugene Cordeau, Jr. returns the visit with an inspection of the second grade's post office. The aim of the project is to develop respect and understanding of postal operations.

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(Continued from page 56)

2. Television should be used to supplement the work of the teacher, as do other audio-visual aids, by presenting material that has strong visual and aural impact.

3. The use of television must be closely coordinated with other essential classroom activities which involve the active participation of teachers and pupils. Care should be taken in planning to insure that instructional television does not rigidly dictate the scheduling of these other activities.

4. Cooperative planning in the development of instructional television programs is essential. Such planning should involve classroom teachers, television teachers, instructional and audio-visual specialists and technical and station personnel.

5. Because instructional television has proved to be expensive, care must be taken to achieve a balance between the high cost of television programming and other aspects of the instructional budget.

6. Provision for continuing and comprehensive evaluation of instructional television must be a part of all programs now under way and those being developed. It is essential that research on the use of television be continued so that its effectiveness in education can be increased.

Television in the classroom is a means to an end, not an end in itself. It is not a device through which the art of teaching can be turned over to a technician. It would be highly unprofessional to use television to evade the professional responsibility of providing a high quality of education.

Desiring continuous improvement in California's public education, the California Teachers Association is actively examining both present and proposed practices in order to help teachers make the best use of instructional television. The Association welcomes experimentation in this field, and believes that California is in a strong position to make a contribution to it. This contribution will be enhanced through the cooperative action of the profession and the television industry. ★★

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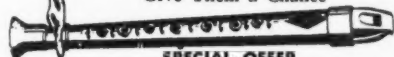
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editorial postscript



MOVING WEEK began July 6 for the CTA staff. Trucks rolled between 693 Sutter Street, San Francisco, and 1705 Murchison Drive, Burlingame, to deposit their burdens of furniture and equipment in the spacious new headquarters building which had been 381 days under construction.

Although the strikingly beautiful structure represents vastly improved working conditions for the employees of California teachers, it represents to a larger degree the expansion and maturation of services performed for and by the profession. It becomes, as well, a symbol of the growing prestige and status of teachers as a professional association.

Far from striking a pose of luxury and extravagance, the new CTA headquarters is a masterpiece of functional utility, providing a center for the multiple activities of America's largest state professional organization. Members who watched staff settle into work routines in the new environment felt a special glow of pride when they realized that the considerable investment was made possible out of a small dues allocation and without a special assessment of membership.

This issue of the *Journal* refers to the new building only indirectly in the comment by President Mary Rhodes on page 7. Although pictures have appeared on these pages during the past year as construction progressed, none of the finished photographs will appear until next month.

Subordinating the news value of the move does not reflect less pride in our new home; rather, it emphasizes our belief that service to membership is more important than the concrete, glass, and aluminum which surrounds the work-desks of staff employees.

A series of graphic articles to be published in these pages during the next eight months will seek to drama-

tize services centering in the new headquarters. As teachers come to Burlingame to participate in professional conferences, we will "capture" them on film and tell our story in terms of a dynamic program in which people are more important than places.

Next month — October — has been designated as dedication month. A few days before the formalities, your October issue will carry pictures of the building as accepted from the contractor, congratulatory messages, a story on the historical traditions of the site and of the nine homes in which CTA has "lived."

More important, however, will be the story of how CTA operates "at the top," the activities and operation of the State Council of Education, the function of the Board of Directors, and the role of the Executive Secretary. The October feature will dramatize leadership in the same way that our legislative activity is underlined in this issue.

In November the featured article, with appropriate pictures, will cover the work of CTA Field Service. We hope to have some success stories of local association operation, where

field representatives make some of their most effective contributions.

Public relations will be the top feature for December, introducing this subject at year's end for a new round of consulting group study to begin early in 1960, similar to the treatment given to teacher education last January.

Scheduled for 1960 will be articles and pictures describing services performed in the field of research (January), special services (February), teacher education, personnel standards, and NEA relations (March), educational policy and higher education (April), and affiliated organizations and administration (May).

Through spring months will appear pictures of headquarters details such as parking areas, landscaping, lobby areas, and conference facilities. Committee and panel activities, the preparation of the *Journal* and other publications, the operation of Office Services and Membership Records divisions, will also be covered in brief articles.

It would be virtually impossible to tell the whole story of California Teachers Association in the series we propose. Because one may not convey in type the hopes and aspirations of professional people dedicated to the highest social achievement. But it will give us an opportunity to introduce you, our reader, to a home in which you hold an important investment, a busy, functional home which grew as its owners grew.

OUR CENTENNIAL YEAR, 1963, is fast approaching.
We have started to gather historical data concerning California Teachers Association from back issues of CTA Journal and Sierra Educational News. We hope that four years hence we shall be able to publish in your Journal a series of articles which will provide a significant and useful guide to a hundred years of growth and progress.

But we shall need obscure but important photographs of early leaders in California education, letters of former leaders of CTA, biographical sidelights, and interesting notes on legislative action and rulings of boards of education.

If you have valuable historical materials you are willing to share with readers of CTA Journal, please send them to the Editor, 1705 Murchison Drive, Burlingame. We shall appreciate contributions for our Archives Room but if you wish your materials returned, kindly so mark them.

yours ... for the asking

This column is prepared for you in every issue. It will contain offers of material for personal or professional use. Order now before supplies are exhausted.

1. **Music for Every Child**—Information on 2-octave Symphonet and also Harmony Band Instruments for children as early as the first grade to play three-part music from first lesson. (Handy Folio Music Co.)

2. **Leathercraft Catalog**—96 pgs. on kits, tools, supplies, etc. Instruction movies available free from Tandy managers. (Tandy Leather Co.)



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3. Samples of cut-out letters for use on bulletin boards, signs, posters and other uses. (Mutual Aids)

4. Brochure of sample gift tie ribbon and gift wrap paper suggesting ways to earn money for group activities. (O & W Gift Tie)

7. Literature with information about the Mason Protected Fund Raising plan for schools and school groups. (Mason Candies, Inc.)

9. **Helpful Materials for Menstrual Education.** Indicate quantities of booklets desired for each age level:

a. **You're A Young Lady Now**—illustrated booklet for girls 9-12.

b. **Very Personally Yours**—illustrated booklet for girls 12 and over.

See ad in this issue for ordering free Disney film and other teaching aids. (Kimberly-Clark Corp.)

10a. **How to Catch a Cold**, 16 mm., sound/color film, teaches youngsters cold prevention in ten delightful minutes of Disney fun. Available free (except for return postage) on short term loan.

b. Set of 6 color posters featuring highlights of the film.

c. Special teaching aid for grades 2, 3, and 4—"I promise Common Sense," health pledge for children to sign and keep—available free in quantity. (Kimberly-Clark Corp.)

12. Booklets with details on tours for summer, 1960, in Europe, Latin America, Africa and Around the World. (Study Abroad)

13. Catalog listing rocks, grains, nature study materials, seashells, colored cards, inexpensive science equipment and kits and many other items. (Practical Aids Co.)

14. Folder listing European tours planned especially for students and teachers. (Dittman Travel)

16. Facts about writing short paragraphs for profit. (Benson Barrett.)

17. **Origins of New England** folder, 1960 summer tour. Study course on wheels emphasizing American history. University credit. Also folder on Europe, including Oberammergau. Indicate folder preferred. (Arnold Tours)

19. Samples with brochure on cardboard cutout letters for use on bulletin boards, exhibits, and posters. (Redikut Letter Co.)

24. Catalogs on material for Special Education and Reading Teacher; also latest information on future plans in elem. and sec. education sent on request. Examination copies provided. (Syracuse Univ. Press)

25. **U. S. Trails Map**—colorful 17"x22" map of historic U. S. trails depicting events and historic places since 1595 as related in American Adventure Series. Also complete information on graded corrective reading program. (Wheeler Publishing Co.)

26. **Space Satellites, Space Travel, The Moon**; a reprint of several articles on Space Science by Willy Ley and Dr. Werner von Braun as printed in Collier's Encyclopedia.

31. Catalog of novelties and hobby goods including opaque projectors, science kits, etc., 96 pages, 3,000 items. (Johnson Smith)

35. **Cotton — Nature's Wonder Fiber.** Notes about a 27-minute color film, telling the story of modern cotton, and how the film may be secured without cost. (National Cotton Council)

36. Brochure describing Tide Pool Marine Life color study prints. Also Brochure "This is Central America" with information about these countries. (Filmscope Inc.)

38. Request Card for a copy of the 1959-60 Standard School Broadcast Teachers Manual and Wildlife Map. The 32nd Annual Series of the Standard School Broadcast on the air a half-hour weekly from October 15, 1959 to May 5, 1960, is titled "Musical Tours of Our National Parks."

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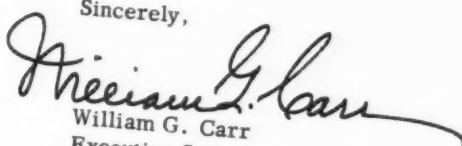
The gain of 12 percent made in your state last year puts it among the leaders in improving support for our profession. This effective effort by state and local leaders and members in support of NEA is greatly appreciated.

Were you an NEA member last year? If you were with so many of the other teachers of California then you have had the satisfaction of helping to advance and unify your profession.

This year I know you will want to support your local, state, and national organizations in their work of improving your welfare as a teacher. I hope, too that you will encourage a fellow teacher who may not yet be a member to join the team this fall.

Best wishes for an outstanding year in 1959 - 60.

Sincerely,



William G. Carr
Executive Secretary
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